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ABSTRACT

This curriculum guide contains task performance guides for eight duties to be taught to prospective and inservice trade and technical education teachers in Maine. The duties involve eliminating sex bias and sex discrimination in school, on the job, and in self-identification. The eight duties described in the guide are the following: eliminating internal barriers, eliminating sex role stereotyping, providing survival skills for trade and technical women and men, creating support systems, eradicating external barriers, removing discriminatory behavior at all levels in schools and the workplace, delivering career education and exploration, and delivering workplace literacy skills. Each task performance sheet lists the duty and the specific task and includes an introduction, performance objectives, student learning activities, evaluations, and resources. (KC)

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ED 362 750

# Gender Equity in Trade and Technical Careers Curriculum

Vocational Curriculum Resource Center of Maine

1993

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May 5, 1993

**TO USERS OF THE
GENDER EQUITY IN
TRADE AND TECHNICAL
CAREERS CURRICULUM**

The goal of this curriculum is to offer suggestions and strategies to change mindsets and remove barriers in order to pave the way for a gender-equitable, technically trained work force.

The topics in this edition of the curriculum cover only those tasks identified with an "S" on the DACUM chart (see binder pocket). All other sections are currently being developed. Also, this curriculum is presented with the idea that it can be taught as a separate course, or integrated into an existing course or program.

Again, please keep in mind that these strategies are only suggestions. It is hoped that by having this document in your possession as well as accessibility to the variety of resources listed in the document, you will be able to adopt these suggestions to fit your own situation.

Best of luck with your endeavor!

Sincerely,

Susan N. Donar
Director

SND:lmp

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**DRAFT**

MAY 5, 1993

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## I. DUTY: A ELIMINATE INTERNAL BARRIERS

TASK: A-1(a) Instill Self Esteem and Empowerment

## II. INTRODUCTION:

A person's level of self-esteem affects everything they think, say, or do. It affects how they see the world and their place in it, how others see them and treat them. It affects the choices they make about what they do with their lives and who they are involved with. It affects their ability to take actions to change things that need to be changed. Therefore, knowledge of one's self-esteem is extremely important when making career decisions.

## III. PERFORMANCE OBJECTIVES:

Define self-esteem
Describe impact of self-esteem
Identify factors that influence the development of self-esteem
List self-esteem improvement methods

## IV. STUDENT LEARNING ACTIVITIES:

Create a self-concept collage
Set-up/discuss self-esteem (what it is, where it comes from, etc.)

## V. EVALUATIONS:

The student will list a minimum of three (3) factors that have contributed to their self-esteem and five (5) ways to improve their self-esteem.

The student will define self-esteem.

## VI. RESOURCES:

STEP UP FOR WOMEN (Chapter 10), Northern New England Tradeswomen
WOMEN AND SELF-ESTEEM, Linda Sanford and Barbara Donovan
CAREER LIFE PLANNING, Displaced Homemakers Project

## VII. SPECIAL NOTES:

# TASK PERFORMANCE GUIDE

## GENDER EQUITY IN TRADE AND TECHNICAL CAREERS

I. **DUTY: A** ELIMINATE INTERNAL BARRIERS

**TASK:** A-1(b) Instill Self-Esteem and Empowerment

II. **INTRODUCTION:**

Empowerment means to be in charge of yourself, it includes self-awareness, self-acceptance, self-responsibility and feeling confident that you have what it takes to move in the direction that will meet your needs. It means taking responsibility for yourself and moving from dependent to independent.

III. **PERFORMANCE OBJECTIVES:**

Define empowerment
Describe the difference between empowerment and unempowered responses

IV. **STUDENT LEARNING ACTIVITIES:**

V. **EVALUATIONS:**

In a simulated situation, the student will be able to identify an empowered response versus an unempowered response.

VI. **RESOURCES:**

CAREER LIFE PLANNING CURRICULUM, Displaced Homemakers
Video: "Take the Power" or "One Fine Day"

VII. **SPECIAL NOTES:**

# TASK PERFORMANCE GUIDE

## GENDER EQUITY IN TRADE AND TECHNICAL CAREERS

## I. DUTY: A ELIMINATE INTERNAL BARRIERS

**TASK: A-2** Identify and Manage The Imposter Syndrome

## II. INTRODUCTION:

The Imposter Syndrome is the feeling of being a fraud and the fear of being "found out." This can impact on an individual's choices and ability to function in his/her education and career.

## III. PERFORMANCE OBJECTIVES:

Define Imposter Syndrome
Identify his/her level of Imposter Syndrome
Identify steps to overcome the Imposter Syndrome

## IV. STUDENT LEARNING ACTIVITIES:

Discussion on Imposter Syndrome concepts
Discuss impact of the Imposter Syndrome on choices made by women and men
Complete Clancy's Imposter Syndrome Scale (see Resources section)
Discuss results of Imposter Syndrome Scale
Discuss steps to overcome the Imposter Syndrome

## V. EVALUATIONS:

Student will be able to define the Imposter Syndrome and identify steps to address his/her level of the Imposter Syndrome.

Student will be able to identify impact the Imposter Syndrome has on his/her choices.

## VI. RESOURCES:

THE IMPOSTER SYNDROME: OVERCOMING THE FEAR THAT HAUNTS YOUR SUCCESS, by Pauline R. Clancy (includes Imposter Syndrome Scale)

## VII. SPECIAL NOTES:

# TASK PERFORMANCE GUIDE

## GENDER EQUITY IN TRADE AND TECHNICAL CAREERS

## I. DUTY: A ELIMINATE INTERNAL BARRIERS

TASK: A-3 Build Self-Confidence

## II. INTRODUCTION:

Self-confidence correlates with self-esteem but with the distinction that self-esteem is one's feeling of worth and self-confidence is the feeling of ability to act in a certain way or perform a certain task. Developing skills in this area can lead to greater confidence. Self-Confidence is as applicable to trade and technical skills as it is to academic and social skills.

## III. PERFORMANCE OBJECTIVES:

Define self-confidence
Identify areas in which they feel self-confident
Identify areas in which they want to develop self-confidence
Develop an action plan for building self-confidence

## IV. STUDENT LEARNING ACTIVITIES:

Discussion of the "Fifteen Steps To A More Confident You" (attached)

## V. EVALUATIONS:

The student will be able to define self confidence.
The student will state three areas where they feel self confident.
The student will be able to state three areas where they want to improve self confidence and have a plan for improving self confidence in those three areas.

## VI. RESOURCES:

Maine Displaced Homemakers Curriculum, "Fifteen Steps Handout" (attached)

## VII. SPECIAL NOTES:

## FIFTEEN STEPS TO A MORE CONFIDENT YOU

1. Recognize your strengths and weaknesses and set your goals accordingly.

2. Decide what you value, what you believe in, what you realistically would like your life to be like. Take inventory of your library of stored scripts and bring them up-to-date, in line with the psychological space you are in now, so they will serve you where you are headed.

3. Determine what your roots are. By examining your past, seek out the lines of continuity and the decisions that have brought you to your present place. Try to understand and forgive those who have hurt you and not helped when they could have. Forgive yourself for mistakes, sins, failures, and past embarrassments. Permanently bury all negative self-remembrances after you have sifted out any constructive value they may provide. The bad past lives on in your memory only as long as you let it be a tenant. Prepare an eviction notice immediately. Give the room to memories of your past successes, however minor.

4. Guilt and shame have limited personal value in shaping your behavior toward positive goals. Don't allow yourself to indulge in them.

5. Look for the causes of your behavior in physical, social, economic, and political aspects of your current situation and not in personality defects in you.

6. Remind yourself that there are alternative views to every event. Reality is never more than shared agreements among people to call it the same way rather than as each one separately sees it. This enables you to be more tolerant in your intentions and more generous in dismissing what might appear to be rejections or put-downs of you.

7. Never say bad things about yourself; especially never attribute to yourself irreversible negative traits, like "stupid," "ugly," "uncreative," "a failure," "incorrigible."

8. Don't allow others to criticize you as a person; it is your specific actions that are open for evaluation and available for improvement; accept such constructive feedback graciously if it will help you.

9. Remember that sometimes failure and disappointment are blessings in disguise, telling you the goals were not right for you, the effort was not worth it, and a bigger letdown may be avoided later on.

10. Do not tolerate people, jobs, and situations that make you feel inadequate. If you can't change them or yourself enough to make you feel more worthwhile, walk on out, or pass them by. Life is too short to waste time on downers.

11. Give yourself time to relax, to meditate, to listen to yourself, to enjoy hobbies and activities you can do alone. In this way, you can get in touch with yourself.

12. Practice being a social animal. Enjoy feeling the energy that other people transmit, the unique qualities and range of variability of our brothers and sisters. Imagine what their fears and insecurities might be and how you could help them. Decide what you need from them and what you have to give. Then, let them know that you are ready and open to sharing.

13. Stop being so overprotective about your ego; it is rougher and more resilient than you imagine. It bruises but never breaks. Better it should get hurt occasionally from an emotional commitment that didn't work out as planned, than get numbed from the emotional insulation of playing it too cool.

14. Develop long-range goals in life, with highly specific short-range subgoals. Develop realistic means to achieve these subgoals. Evaluate your progress regularly and be the first to pat yourself on the back or whisper a word of praise in your ear. You don't have to worry about being unduly modest if no one else hears you boasting.

15. You are not an object to which bad things just happen, a passive non-entity hoping, like a garden slug, to avoid being stepped on. You are the culmination of millions of years of evolution of our species, of your parents' dreams, of God's image. You are a unique individual who, as an active actor in life's drama, can make things happen. You can change the direction of your entire life any time you choose to do so. With confidence in yourself, obstacles turn into challenges and challenges into accomplishments. Low self-esteem then recedes, because, instead of always preparing for and worrying about how you will live your life, you forget yourself as you become absorbed in the living of it.

## TASK PERFORMANCE GUIDE

## GENDER EQUITY IN TRADE AND TECHNICAL CAREERS

### I. DUTY: A ELIMINATE INTERNAL BARRIERS

**TASK: A-4** Teach Vocational Cross Training To Girls and Boys at an Early Age (Tool Usage)

### II. INTRODUCTION:

Both girls and boys need to be able to identify tools and their usage as well as know how to use them safely. The earlier girls and boys develop familiarity with tools, the greater their self confidence in attempting to not only use the tools but to actually explore careers associated with those tools. Tools are implements which make work easier and both women and men use tools on a daily basis. Tools can include a power saw, typewriter, hammer, hydraulic jack, vacuum cleaner, lawn mower, steam iron, screw driver. The purpose of cross training is to broaden the concept of tools and to provide opportunities for girls and boys to develop knowledge of tools and confidence in the use of tools traditionally associated with the other sex.

### III. PERFORMANCE OBJECTIVES:

Identify tools and their usage
Demonstrate care of tools
Demonstrate safe use of tools

### IV. STUDENT LEARNING ACTIVITIES

Brainstorm a list of tools associated with traditional female jobs in the home and on the job.
Brainstorm a list of tools associated with traditional male jobs in the home and on the job.

## IV. STUDENT LEARNING ACTIVITIES (cont.)

Each student will:

a. Using a 25' tape measure, accurately measure and cut a 2'x 4' into 2 specific lengths.

b. Using a "dress maker" tape measure, accurately cut out of cloth, a simple pattern for an article of clothing.

c. Brainstorm what the transferable skills are for each of the previous activities.

d. Using the skills identified above, identify various jobs (traditional and non-traditional) that utilize these skills.

## V. EVALUATIONS:

Students can identify a variety of tools and their usage.
Students can identify skills that are transferable across various jobs.

## VI. RESOURCES:

Ohio Nontraditional Occupations for Women Tool Curriculum.
Tool manufacturers posters for tool identification.

## VII. SPECIAL NOTES:

With regard to Item IV, these are just suggested activities. The instructor is encouraged to use the resources available to them to achieve this task.

## TASK PERFORMANCE GUIDE

## GENDER EQUITY IN TRADE AND TECHNICAL CAREERS

I. **DUTY: A** **ELIMINATE INTERNAL BARRIERS**

**TASK: A-5** Eliminate Internal Sex-role Stereotyping

### II. INTRODUCTION:

Through past experience, each of us develops certain beliefs that we hold to be true about different groups of people. The belief system that each individual holds about the role of males and females limits the career choices that people see as options for themselves.

### III. PERFORMANCE OBJECTIVES:

Have a working definition of sex roles and sexism
Have an understanding of the negative effects of stereotyping on both women and men
Understand how stereotyping affects their career choices

### IV. STUDENT LEARNING ACTIVITIES*

Discussion on sex roles and sexism
Brainstorm what are the stereotypes you have heard about women who enter the trades and men who enter nursing and clerical
Various activities from "Changing Roles of Men and Women", Chapter 2, University of Wisconsin

### V. EVALUATIONS:

Students can define sexism and sex roles
Students will be able to identify three negative effects of stereotyping
Students will be able to list three ways that stereotyping affects career choices
Students will be able to list two ways that they will change their stereotypical views

## VI. RESOURCES:

"CHANGING ROLES OF MEN AND WOMEN," University of Wisconsin
Film: "KILLING US SOFTLY"
Video: "FREE TO BE YOU AND ME"
"FUTURE BUILDERS CURRICULUM" -- Building Your Future, A Tenth Grade Seminar, Page 36

## VII. SPECIAL NOTES:

## TASK PERFORMANCE GUIDE

## GENDER EQUITY IN TRADE AND TECHNICAL CAREERS

### I. DUTY: A ELIMINATE INTERNAL BARRIERS

TASK: A-6 Encourage and Support Risk Taking

### II. INTRODUCTION:

We encounter risks whenever we engage in decision-making or are confronted with change. Decision-making takes skill, knowledge and risk-taking. Risk-taking is an act of courage -- it is the action part of decision-making -- it is taking charge. To be a risk taker, one's motivation to succeed needs to be greater than the motivation to avoid failure.

### III. PERFORMANCE OBJECTIVES:

Define risk-taking
Identify personal approaches to risk taking

### IV. STUDENT LEARNING ACTIVITIES

Refer to "New Ventures"
Students will be able to describe some event where they took a risk

### V. EVALUATIONS:

Students will be able to identify their risk-taking style
Students will be able to identify how risk-taking affects career choices

### VI. RESOURCES:

Maine Displaced Homemakers Project, "NEW VENTURES"
"GIVING AWAY SUCCESS", Schwartz
"FEEL THE FEAR AND DO IT ANYWAY"
"RISKING CHANGE"

### VII. SPECIAL NOTES:

# TASK PERFORMANCE GUIDE

## GENDER EQUITY IN TRADE AND TECHNICAL CAREERS

## I. DUTY: B ELIMINATE SEX ROLE STEREOTYPING

**TASK:** B-2/3 Eradicate Exploitation of Women in Media
Increase Positive Image of Women in Media

## II. INTRODUCTION:

Sex-role stereotyping is pervasive in the media. It is common knowledge that the media has a powerful effect on individual attitudes. By becoming aware of sex-role stereotyping in the media, students also become aware of all the external influences in their attitudes, which means they now can be more free to develop their own values and attitudes.

## III. PERFORMANCE OBJECTIVES:

Identify sex-role stereotyping in media

## IV. STUDENT LEARNING ACTIVITIES:

Discussion of Sex-Role Stereotyping
Activities: (from Challenging the Stereotypes)
    Going to the Source - Worksheet
    What's Your E.Q.? (Equity Quotient)
    Television Monitoring for Sex-Role Stereotyping
  Monitor Advertisements
Discussion of Activities

## V. EVALUATIONS:

View a current popular video (i.e. "Beauty and the Beast"), and have students identify three stereotypes, and the effect of those stereotypes on women and men and on how society defines cultural values.

## VI. RESOURCES:

Challenging the Stereotypes: Activities for the Classroom
  Produced by Project WITT, Women in Trades and Technology, Dept of Vocational Education, Trenton State College
Videos: KILLING US SOFTLY
  STILL KILLING US SOFTLY
  STALE ROLES AND TIGHT BUNS

## VII. SPECIAL NOTES:

# TASK PERFORMANCE GUIDE

# GENDER EQUITY IN TRADE AND TECHNICAL CAREERS

## I. DUTY: B ELIMINATE SEX ROLE STEREOTYPING

**TASK: B-7** Use Gender-Positive Language

## II. INTRODUCTION:

Gender Neutral Language is not Gender Positive Language -- say what you mean -- his/her men/women, etc. If you use Gender Neutral Language (their, them, etc), the individual is left to form their own image, which traditionally has been male.

## III. PERFORMANCE OBJECTIVES:

Utilize Gender Positive Language
Discuss differences between Gender Positive and Gender Neutral Language
Discuss importance of language
Discuss images formed by language used

## IV. STUDENT LEARNING ACTIVITIES:

The following activities were adopted from: CHANGING ROLES OF MEN AND WOMEN, University of Wisconsin, Madison

Complete "Language: Make It Equitable" exercise
Discuss "Language Fact Sheet" (see attached)
Discuss "Eliminating Sexist Language" (see attached)
Discuss "Achieving Sex Equity Through Sex Fair Language" (see attached)
Complete "Gender Communications Quiz" (see attached)
Discuss results of Gender Communications Quiz

## V. EVALUATIONS:

The student will complete "Expanding Language" exercise utilizing Gender Positive Language.

The student will be able to identify the differences between Gender Positive and Gender Neutral Languages and the importance of utilizing Gender Positive Language.

## VI. RESOURCES:

EXPANDING OPTIONS: Facilitator's Guide by Center for Studies of the Person, San Diego, CA (Language: Make It Equitable exercise)

CHANGING ROLES OF MEN AND WOMEN, by Vocational Studies Center, University of Wisconsin-Madison (Language Fact Sheet, Eliminating Sexist Language, Achieving Sex Equity Through Sex Fair Language, Expanding Language Exercise, Gender Communications Quiz)

## VII. SPECIAL NOTES:

Bias-Free Language: A Bibliography is attached

## BIAS-FREE LANGUAGE INSTRUCTOR RESOURCE

Adapted from: Changing Roles of Men and Women: Educating for Equity in the Workplace. Vocational Studies Center, School of Education, University of Wisconsin - Madison.

### Language Fact Sheet

Research by various linguists, social scientists and educators indicates that for the majority of males and females who participated in their studies, words do make a difference.

When 100 children between nursery school and seventh grade were asked to respond to the word "man" in sentences such as "Man must work in order to eat," and "Around the world, man is happy,"

- a majority of the children interpreted "man" to mean males and not females.

When 50 high school students were asked to illustrate seven statements on human activities during early civilization, students drew:

- male figures for six of the seven statements when the words "man," "mankind" and primitive man" were used.
- male figures for a majority of the statements when the words "people" and "human" were used.
- more females than previously for statements when the words "men and women" were used.

Three hundred college students were asked to select pictures to illustrate chapter title pages for a proposed sociology textbook. When the words

- "political man" and "urban man" were used, 64 percent of the students selected all male pictures.
- "political behavior" or "urban life" were used, only 50 percent of the students chose male pictures.

**Language Fact Sheet (cont.)**

When college students in another study were asked to react to the masculine pronoun "he" in multiple choice statements, the word "he" was interpreted as

- male 407 times.
- female 53 times.

When high school students were asked to rate their interest in job advertisements written in neutral and varied language

- females showed no interest in jobs labeled as "frameman" or "lineman," but showed interest in jobs labeled as "framewoman."
- males showed no interest in "operator" or "sales representative" jobs when associated with the word "she" and showed an interest in "telephone operator" jobs when associated with the word "he."
- male pronouns such as "he" are used to describe science/industrial arts teachers.
- physical properties illustrated in science and industrial arts textbooks are associated with traditional male roles.

A study of 100 **secondary home economics textbooks** published from 1964-74 by 54 companies showed:

- nurturing males zero times and nurturing females 38 times.
- males in the home 52 times and females in the home 199 times.
- males interested in clothes 9 times and females interested in clothes 107 times.
- males interest in nutrition 17 times and females interested in nutrition 60 times.

**Language Fact Sheet (cont.)**

A study of 10 most popular **children's TV programs** showed:

- good males 67 times and good females 43 times.
- aggressive males 25 times and aggressive females 14 times.
- passive males 25 times and passive females 37 times.
- magical males 4 times and magical females 16 times.

Observations of **TV and magazine advertising** shows:

- boys as active and girls as passive.
- men as coming home from work and females as staying home, taking care of children, washing dishes and doing laundry.
- men as good-looking, muscular and athletic and women as sex objects.

## Eliminating Sexist Language

### What is Sexist Language?

Sexism (discrimination by members of one sex against the other, especially by males against females) is built into English. In the 16th century, scholars created rules of grammar dictating that we use masculine pronouns (he, his, him, himself) whenever a singular referent is required and we don't know the sex of the person we're talking about. The word "man" in our language was used to denote both the human species as a whole and those of its members who are male. In fact, words and phrases containing the term "man" are so common as to effectively exclude half of society from consideration:

- one man, one vote
- the man of the street
- our man in the home office
- a man of the people
- workmen's compensation
- the leading man in the field
- the workingman
- congressman, chairman, policeman, fireman, newsman, clergyman, postman, milkman, businessman.

Although one can argue that the use of a masculine pronoun or the word "man" in many contexts is not meant to exclude women, the use of "man" and "he" in the generic sense is likely to be misinterpreted because they are so often used to signify the so-called male qualities specifically. Eliminating the possibility of misinterpretation is certainly a better way of handling this communication problem.

Precision in what we write and edit begins with an awareness of the sex biases that exist in English as it is commonly used. Ideally, sexist words and implications will stand out immediately to the sensitive educator.

## Guidelines for Eliminating Sexist Language

**Don't use masculine pronouns (he, his him, himself) generically.** Use such a word to refer to a specific man. Instead: Use the all-inclusive "he or she" or "her or him."

**Biased:** A public servant has a large responsibility to his constituents. He must keep himself fully informed.

*Recast:* A public servant has a large responsibility to constituents. He or she must keep fully informed.

**When gender is not specific, use substitutions for words that begin or end with "man".**

| | |
|---|---|
| chairman | chairperson, chair, presiding officer, head |
| manpower | workforce, workers, employees, human power, human energy |
| workman | worker |
| businessman | business person, business executive, business manager |
| real estate man | realtor, real estate agent |
| insurance man | insurance agent |
| statesman | leader, public servant |
| mankind | humanity, human race, human beings, people |
| salesman | salesperson, sales worker, sales representative, sales clerk |
| congressman | member of Congress, representative |
| foreman | supervisor |
| craftsman | craftsperson |
| fireman | firefighter |
| mailman | mail carrier, letter carrier |
| cameraman | camera operator |
| man | humans, persons, people |

Use words like "policeman" or "policewoman" when referring to a specific individual where gender is know.

**Omit the use of the word "girl."** Many women and men find this term offensive. Call females over the age of 18 "women," not "girls," "gals," or "ladies." (The definition of "girl" is a female child. One possibility for eliminating problems with this term is to use, for teenagers, the terms "young woman" and "young man" to suggest a continuum.

**Guidelines for Eliminating Sexist Language (cont.)**

**Use parallel terms for women and men.** Use "men and women," "ladies and gentlemen," "girls and boys," "husband and wife" (not "man and wife"). Use "ladies" only when men are being referred to as "gentlemen." And don't call women "wives" and "mothers" unless you are calling men "husbands" and "fathers."

**Refer to women by name in the same way that you refer to men.** Call both by their full names, by first or last name only, or by title. Preferred university style is to use a person's full name for the first reference and the person's last name in later references.

**Don't refer to women in terms of their roles as wife, mother, sister, or daughter** unless it is in these roles that they are significant in context. Be especially careful to avoid unnecessary references to or emphasis on a woman's marital status.

**Do not use "coed" to describe woman.** The terms stand for "coeducation," not for "female." Persons who attend schools are "students."

**Avoid using "feminine" or "woman" as modifiers.** Saying a person is a "woman lawyer" or a "woman tennis player" implies that she is an exception to the rule. The same applies to terms like "male nurse" and "career girl." The "feminine logic" illustrates the most negatively sexist use of the modifier tactic since it implies lack of logic. Similarly, avoid the use of sexist terms like "mannish," "womanish," and "effeminate" and the use of trivializing terms like "poetess," "usherette," and "libber."

**Eliminate gratuitous physical description.** If you wouldn't write "Slim, attractive John Smith told students today ..." don't write "Slim, attractive Jane Smith told students today ..." In feature writing, of course, physical descriptions are often essential, but be careful to avoid stereotypical descriptions. Rather, describe those characteristics of mannerisms that make your subject a unique individual.

**Omit salutations in correspondence when in doubt.** When you have no knowledge of who will receive a letter, use no salutation rather than "Dear Sir" or "Gentlemen." (Another possibility is to use "Dear People" or "Gentleperson.")

# ACHIEVING SEX EQUITY THROUGH SEX FAIR LANGUAGE

## Introduction

Sexism, or sex bias, is defined by the National Council of Teachers of English as "words or actions that arbitrarily assign roles or characteristics to people on the basis of sex. Originally used to refer to practices that discriminated against women, the term now includes any usage that unfairly delimits the aspirations or attributes of either sex."

In written and verbal communications, sex bias can be manifested in language patters, in the exclusion or omission of females and their concerns, and in the sexist portrayal of roles and traits for both men and women. Sex fair communications, on the other hand, do not assign roles or characteristics on the basis of a person's being female or male. Sex fair communications have the potential of opening rather than limiting possibilities for men and women.

With this understanding, the importance of creating sex fair communications and eliminating the subtle tyranny of sex bias becomes more urgent. The Language Guidelines that follow will help you reject sexist content, internalize sex fair values and communicate without bias.

## Language

The language we use influences our perception of reality and reflects the structure of our society. One means of changing and improving the perceptions we have of ourselves and of others is to expunge biased terminology from all communications.

1. *Generic He/Generic She*

**Use language that encompasses both sexes:**

1. Use *he and she, her and his.*
2. Use nongender reference *you, student and person.*
3. Use plurals *they, students and people.*
4. Use articles rather than personal pronouns *a, an, the.*
5. Use passive voice for verbs. (This should be used sparingly.)
6. Omit pronouns.

| | |
|---|---|
| Sex Biased | "This set consists of the three variables that pertain to the expectations and aspirations that a student and his parents have for his schooling." |
| *Sex Fair* | This set consists of the three variables that pertain to the expectations and aspirations that students and their parents have for schooling. |
| Sex Biased | "This person who cannot read places himself in a lesser orbit of the stream of life. He will go to great lengths to hide the inability to read." |
| *Sex Fair* | The person who cannot read is placed in a lesser orbit of the stream of life. He or she will go to great lengths to hide the inability to read. |
| Sex Biased | An illustration of a male teacher is accompanied by the following caption: "Teacher can encourage the children to express themselves in words by talking about her own feelings and experiences." |
| *Sex Fair* | The above quotation is sex biased because of the use of generic *she* for teacher. This is an opportunity to use *he* or *she*. |

To use the generic *he* with certain referents (e.g. worker) and the generic *she* for others (e.g. teacher) is exclusionary. It perpetuates sex stereotyping and this encourages biased attitudes.

2. *Universal "Man"*

**Use a universal or neutral term instead of *man*.**

| | |
|---|---|
| Sex Biased | "Cooking of food was discovered accidentally by caveman." |
| *Sex Fair* | Cooking of food was discovered accidentally by cave dwellers. |
| Sex Biased | "A Manual or Budgeting and Accounting for Manpower Resources in Post-Secondary Education." |
| *Sex Fair* | A Manual for Budgeting and Accounting for Human Resources in Post-Secondary Education. |

In the English language the word *man* has come to have two meanings: "adult male" and "human being." The effect of this usage is to exclude or overlook women.

3. *"Man" First*

**Interchange the use of *men and women, he and she* with *women and men, she and he*. Do not maintain the female first only when the reference is to a stereotypical female occupation.**

| | |
|---|---|
| Sex Biased | When communications refer to both sexes, the terms *he or she, men and women, boys and girls* are commonly used. |

Varied used of female and male primary references offers a more egalitarian approach to communications.

### 4. *Inconsistency*

**To avoid inconsistency, be rigorous in your attention to language. A disclaimer that *he* means *he or she* should not be made.**

| | |
|---|---|
| Sex Biased | "Any initial frustration is more than offset by this progress as he or she becomes more self-assured." |
| *Sex Fair* | Any initial frustration is more than offset by the child's progress as he or she becomes more self-assured. |

The terminology of communication, whether oral or written, may begin with equal treatment of the sexes, then slip into sexist phraseology or predictable stereotypes.

### 5. *Derogatory and Demeaning Usage*

**Do not us derogatory and demeaning references; they are unacceptable.**

| | |
|---|---|
| Sex Biased | After giving some examples of how some vocational educational materials treat the subject of women, a speaker stated, "Getting back to a more serious vein ..." and went on to talk about the problems, challenges, and opportunities now facing vocational education or looming on the horizon." |
| *Sex Fair* | The remark implying that sex equity is not a serious concern should have been eliminated. Including sex discrimination as a problem, challenge and opportunity in vocational education would ensure that this communication is sex fair. |

Characterizing females as silly, vain and flighty is erroneous and belittling. These traits can apply to many people at different times and should not be stereotypically assigned to females

## Omissions

Omitting discussion of women's activities and achievements from communications shortchanges everyone. Females constitute over half the population, and information about their contributions and expertise should be given so that people of both sexes can benefit. Inclusion of women in every aspect of education promotes sex equality.

### 1. *Equal Representation*

**Represents girls and women in equal numbers to boys and men in all situations, including subject matter, illustrations, quotations, bibliographic sources, participants, data analyses, speakers, voices on audio-visual materials, and dissemination strategies.**

Sex Biased A speech contained the following quotes: "Will Rogers once said ..." "And Edmund Burke tells us ..." "Thomas Henry Huxley once said ..." "... from Elbert Hubbard."

*Sex Fair* It is important to use quotations from women as well.

Women and girls represent over half the population. Their contributions, activities must be made visible. Token representation is not sufficient to dismiss this obligation.

### 2. *Lost Opportunity*

**Whatever the concern of the communication--whether program information, ethnicity, or any other topic--create the opportunity to deal with sex bias and issues relating to the changing roles of females and males.**

| | |
|---|---|
| Sex Biased | A resource book describing 155 exemplary educational programs developed by local school districts with the aid of Federal funds totally ignores the issues of sex bias and sex stereotyping. |
| *Sex Fair* | The compilation of exemplary programs should have included programs which deal with the issues of sex bias if, indeed, some of the programs did deal with this issue. A description of the relevant activities should have been included. |

The subjects of sex bias and the changing roles of males and females are usually ignored. Confronting these issues would improve and complete the communication as well as promote sex fairness.

### 3. *Disregard of Problem Identified*

**Whenever situations or differences between the sexes are acknowledged, treat the identified problem thoroughly. In addition, the subjects of women and racial/ethnic minorities should be treated separately.**

| | |
|---|---|
| Sex Biased | A report of educational progress states, "... males and females at age 9 show scholastic understanding that is fairly equal. By age 13, however, females have begun a decline and into adulthood." Although the report recommends thirty areas for further research, the area of declining female achievement is not included. |
| *Sex Fair* | Because the decline in the test scores of females was identified as a problem, a recommendation should have been made to investigate the causes. |
| Sex Biased | The following statement was made about educational equity research and development programs: "Equality of educational opportunity is denied many students because of their language or ethnic backgrounds, sex, or economic status." The report then describes support for projects such as "improving teacher practices and curricular materials for culturally and linguistically different students, and determining how educational programs for high school students can be made sensitive to cultural-linguistic differences in style of learning and expression." |
| *Sex Fair* | Since denial of equal educational opportunity because of sex is recognized as a problem, the report should discuss activities and funding required to alleviate it. |

The issue of equal educational opportunity for females is often identified but rarely treated in detail. Frequently, after an initial reference to the issue, it is glossed over or ignored entirely. Furthermore, although some aspects of the problems facing women are also relevant to minorities, they are distinct problems with their own solutions. Even if they are mentioned together, they should be dealt with separately.

## Roles and Traits

Stereotypical roles and traits are often assigned on the basis of sex. This restriction is stultifying to both females and males. It is necessary to provide particular encouragement and support to those who depart from traditional sex roles. Making varied role models more visible will also assist in achieving sex fairness.

### 1. *Family/Parenting*

**When portraying family and parenting roles in any context, assign examples of males and females to every aspect of each role. Include examples which have been considered nontraditional, so that both sexes are shown with a wide range of options.**

| | |
|---|---|
| Sex Biased | "For example, mother or an older sister who works might spend the night at the Demitri home with a younger babysitter." |
| *Sex Fair* | "Mother or father," "older sister or brother" could easily be substituted to make this communication sex fair. The stereotypical assumption that females are the only ones available to baby-sit is invalid. |

It is often assumed that women are solely responsible for the care of the home and children and that men are the "breadwinners." These stereotypes are confining and inequitable role models illustrate and encourage a wider range of options.

## 2. *Occupational Roles and Career Preparation*

**Depict a wide variety of occupations for both sexes, paying particular attention to nontraditional representations. In materials referring to students and career preparation, respect all careers as appropriate to either sex.**

| | |
|---|---|
| Sex Biased | "Girls begin to consider the retailing possibilities for the items they make in sewing classes. Boys begin to understand that a good deal of mathematics is required to sell cars or houses." |
| *Sex Fair* | Boys and girls begin to consider the retailing possibilities for the items they make in sewing classes. They also begin to understand that a good deal of mathematics is required to sell cars or houses. |

Men and women today work in an ever-widening variety of jobs. To ignore this reality perpetuates the myth that certain occupations are suited to only one sex. Girls and boys both must be prepared to work in their adult lives, and both need options, guidance and encouragement to choose fields of work and study that best suit their interests, qualifications and ability.

## 3. *Historical/Biographical*

**Acknowledge the presence, activities and accomplishments of women in history by including them in all historical references. The goal is an equal citation of males and females in historical/biographical references.**

| | |
|---|---|
| Sex Biased | The activities and accomplishments of seven men were depicted in a magazine over the course of a year. There were no comparable stories about women. |
| *Sex Fair* | Search out historical/biographical information about the activities and achievements of females. Make every effort to include women in all communications. |

History has been distorted by the almost total exclusion of half the people. Information on women's roles in history is available today. Using it will result in a more comprehensive and sex fair presentation

### 4. *Emotional and Character Traits*

**Assign a variety and balance of emotional and character traits to both sexes. Negative and positive traits should be presented as appropriate for the situation rather than the sex.**

| | |
|---|---|
| Sex Biased | "He also believes that if he tries to get ahead he will not encounter obstacles, and that with a good education he will have no difficulty getting a job. He would not sacrifice everything to get ahead, and would not want to change himself." |
| *Sex Fair* | The inclusion of females in this description of character traits and aspirations would promote a sex fair communication. |

Human beings are capable of a wide range of desirable and undesirable emotional and character traits. Stereotypical thinking leads to differential labeling of traits for each sex, e.g., "aggressive" for males, "pushy" for females. Certain traits have been considered acceptable for one sex and unacceptable for the other.

### 5. *Physical Attributes and Personal Appearance*

**Describe the physical attributes and personal appearance of males and females without judgments about what is "proper."**

| | |
|---|---|
| Sex Biased | "The impression projected to the community by the medical assistant should be that of a poised professional person. 1) Her make-up should convey an impression of natural good looks. Make-up should be used with taste and discretion. |
| *Sex Fair* | The impression projected to the community by the medical assistant should be that of a capable professional person. 1) He or she should present a neat appearance. |

Society assigns certain physical characteristics as proper to each sex, and people who do not fit accepted patterns are stigmatized by this stereotyping. Females are frequently described in terms of their physical appearance, while males are described in terms of their accomplishments or character.

## Graphic/Audio-Visual

Graphics often give the first impression of the material, setting the state for the accompanying text. Thus, they may have a powerful influence. Graphics offer an opportunity to illustrate role reversal and to break out of the stereotypical portrayal.

### 1. *Numerical Imbalance*

**Make sure that the number of illustrations in a publication or an audio-visual presentation are balanced between the sexes.**

The graphics of a written or audio-visual communication will be relevant and fair only if they include both sexes.

### 2. *Stereotyped Portrayal*

**Depict a variety of roles, traits and activities for each sex. Show role reversal and nontraditional representations.**

People of both sexes exhibit a wide range of roles, traits and activities. The graphics will be more relevant if this range is indicated. Exclusive use of traditional stereotypes is unrealistic and discriminatory. It reduces the acceptability of the communications.

### 3. *Derogatory Portrayal*

**Avoid cartoons and illustrations which are demeaning.**

It is unacceptable to demean racial/ethnic minorities, and it is equally unacceptable to demean females. It is unnecessary to insult anyone to make a point.

### 4. *Sex Segregation*

**Represent both sexes in illustrations. Whenever possible, assure that portrayals of groups include both female and males.**

Segregation of groups by sex limits relationships, perpetuates difference, promotes isolation and creates distorted views of what is permissible.

## GENDER COMMUNICATIONS QUIZ

How much do you know about how men and women communicate? If you think a statement is an accurate description of communication patterns, mark it true. If you think it's not, mark it false.

T F

1. Men talk more than women. ____ ____

2. Men are more likely to interrupt women than to interrupt other men. ____ ____

3. There are approximately ten times as many sexual terms for males as for females in the English language. ____ ____

4. During conversations, women spend more time looking at their partner than men do. ____ ____

5. Nonverbal messages carry more weight than verbal messages. ____ ____

6. Female managers communicate with more emotional openness and drama than male managers. ____ ____

7. Men not only control the content of conversation, they also work harder in keeping conversations going. ____ ____

8. When people hear generic words such as "mankind" and "he," they respond inclusively, indicating that the terms apply to both sexes. ____ ____

9. Women are more likely to touch others than men are. ____ ____

10. In classroom communications, male students receive more reprimands and criticism than female students. ____ ____

11. Women are more likely than men to disclose information on intimate personal concerns. ____ ____

12. Female speakers are more animated in their style than are males. ____ ____

## GENDER COMMUNICATIONS QUIZ

**T F**

13. Women use less personal space than men. ____ ____

14. When a male speaks, he is listened to more carefully than a female speaker, even when she makes the identical presentation. ____ ____

15. In general, women speak in a more tentative style than do men. ____ ____

16. Women are more likely to answer questions that are not addressed to them. ____ ____

17. There is widespread sex segregation in schools, and it hinders effective classroom communication. ____ ____

18. Female managers are seen by both male and female subordinates as better communicators than male managers. ____ ____

19. In classroom communications, teachers are more likely to give verbal praise to female than to male students. ____ ____

20. In general, men smile more often than women. ____ ____

## Answers to Gender Communications Quotient Quiz

| | | | |
|---|---|---|---|
| 1. | True | 11. | True |
| 2. | True | 12. | True |
| 3. | False | 13. | True |
| 4. | True | 14. | True |
| 5. | True | 15. | True |
| 6. | False | 16. | False |
| 7. | False | 17. | True |
| 8. | False | 18. | True |
| 9. | False | 19. | False |
| 10. | True | 20. | False |

### Scoring

**18 to 20 Correct.** Professor Henry Higgins has nothing on you. You are very perceptive about human communication and subtle sex differences and similarities. For you, perhaps the most important question is: Do you act on what you know? Are you able to transform your knowledge into behavior that will enhance communications for yourself and for those around you?

**16 to 17 Correct.** You're not ready to move into the professor's seat, but you can move to the head of the class. You know a good deal about communications and the gender gap. Continue to watch closely, read the topic, trust your instincts, and act on your knowledge.

**13 to 15 Correct.** Like most people, you've picked up some information about how people communicate--but you're missing a lot, too. The next time you're in a social situation, step out of the communications flow and watch people closely. Listen to more than words. Watch who talks, how they speak, and how much. Observe those who don't talk at all; silence also carries a message. Look at people's facial expressions, their gestures, and how they move about in the space around them. As you know, nonverbal messages can tell you a lot about the conversational gender gap, about power, about who has it and who doesn't.

**Fewer than 13 Correct.** You've missed more than your fair share of these questions. You also may be missing important verbal and nonverbal cues about your own behavior and how to communicate effectively. Reread this quiz more carefully. Stop, look, and listen when you're with a group of people. Analyze the flow of communication. Remember you may miss your personal and professional goal if you also miss key verbal and nonverbal cues about conversational power, politics and the gender gap.

**Explanations of the Answers**

1. **True.** Despite the stereotype, the research is consistent and clear. In classrooms, in offices, in group discussions, in two-person conversations, men talk more than their fair share of the time. For example, in one experiment male and female subjects were asked to verbally describe pictures and engravings. The women's average description was approximately three minutes. For a man, the average time was 13 minutes.

2. **True.** When women talk with other women, interruptions are evenly distributed. When men talk with other men, interruptions are evenly distributed. However, when men and women talk with one another, almost all interruptions are by male speakers. Sociologist Candace West and Donald Zimmerman analyzed conversations in university settings both on and off campus. They found that males interrupt females much more often than they interrupt other males and more often than females interrupt either males or females. These sociologists think that interrupting is a way of exercising power. They say, "Here we are dealing with a class of speakers, females, whose right to speak appears to be casually infringed upon by males."

3. **False.** According to one research study 22 sexual terms were identified as describing men while 220 sexual terms applied to women. Further, most of the terms that label women as sexual beings tend to denigrate to trivialize them. Women often are compared to plants (clinging vine, shrinking violet), animals (chick, hog, cow, pig) and foods (*honey, cookie, dish, sweetie).

4. **True.** Many studies--with subjects ranging from infants to the elderly-- have shown that women are more likely than men to gaze at their partner. One reason may be that men talk more and women listen more. research shows a listener of either sex looks more at a speaker than the speaker looks at the listener. Another possible reason why women gaze more frequently at a partner may be their need for an expertise in decoding nonverbal cues. However, in a direct staring confrontation women will be more likely to avert their eyes, especially when stared at by men. Frequently, a woman will tilt her head back rather than look directly at a man. Researchers call this a "presenting" gesture that reflects friendliness and submission.

5. **True.** Nonverbal messages carry over four times the weight of verbal messages. Other research shows that in most two-person conversations nonverbal messages convey more than 65 percent of the meaning. Women seem to communicate more effectively on this nonverbal channel. They are better than men at decoding nonverbal cues. They are also more likely to reflect their feelings through facial expression.

6. **False.** Research conducted at a midwest hospital and in the clerical departments and production lines of manufacturing firms shows that both female and male managers score higher than the general population in communicating friendliness and approval to subordinates. Further, women managers are no more emotionally open or dramatic than their male counterparts. Both sexes appear to feel that managers should not demonstrate these characteristics. However, there were some communication differences. Male managers were more dominant in style and more likely to direct the content and flow of the conversation.

7. **False.** While men do exert power and authority in controlling the course of conversations, women exert more effort in maintaining communication. Sociologist Pamela Fishman placed tape recorders in homes of couples who described themselves as free of traditional sex role stereotypes. Fishman recorded over 50 hours of conversations that occurred naturally. Over 96 percent of the topics men introduced were developed n conversations.

   Only 36 percent of the topics women introduced were similarly developed. Women asked more questions and were more willing to develop a topic introduced by men. In contrast, men "killed" conversational topics that women introduced by giving a minimal response, such as "um," and failing to ask questions or make more extended comments about the topic. In studies of mock jury deliberations, it has been found that women are more likely to make understanding and supportive comments.

8. **False.** Terms such as "mankind," "man," and "he" are supposed to be generic and are presumed to include both men and women. Research shows that this isn't really the case. People are more literal in their thinking. Studies with elementary, secondary, and college students show that when the supposed generic term, "man," is used people envision males, even when the content implies both men and women. In another study, students illustrated supposedly generic references (e.g., urban man) with male pictures more than they did when the references were neutral (e.g., urban life). Other researchers found that when male generic nouns and pronouns were used to describe the job of psychologist, female students described the job as less attractive to them than when sex neutral terms were used. Women who were exposed to the feminine generic (She to include everybody) reported feelings of pride, importance and power. And yet another researcher reports that when an applicant for an executive position was described as a girl, subjects rated her as less "tough," "mature," "brilliant," and "dignified," and they gave her approximately $6000 less in salary than when the word "woman" was used.

9. **False.** In fact, just the opposite is true. Throughout their lives women are more likely to be touched than men. The touching of women by men--guiding them

through the door, assisting them with coats, helping them into cars--happens so frequently that it goes virtually unnoticed. Nancy Henley studied couples in a variety of outdoor settings and found that men touch women far more than the reverse. While many would describe this touching as an indication of warmth and intimacy or even as a sexual overture, Henley believes that it is nonverbal display of power.

10. **True.** The research is very consistent on this issue. From preschool through high school, male students are more likely than female students to be reprimanded for misbehavior. Some studies say they are eight to ten times as likely to be scolded. Sometimes they get reprimanded more because they are misbehaving more. But, other studies show that when female and males are misbehaving equally, the males are still more likely to get scolded and receive harsher penalties.

11. **True.** There is some inconsistency in the research here, but most studies show that women are more likely to reveal personal information about themselves. This pattern may reflect differences in power or status between males and females. For example, in work situations subordinates tend to reveal more personal information about themselves to their superiors than their superiors reveal to them. The more power a person has, the more personal information he or she is likely to receive.

12. **True.** Female speakers display more animated behavior including amount and intensity of eye contact, gestures, facial expressions, and body movement. Further, they are more likely to use a wider range of pitch and more variable intonations than male speakers. However, men appear to be more dramatic in their verbal behavior. They are more likely to tell anecdotes and jokes.

13. **True.** Women's space is far more likely to be intruded on by others. Women are approached more closely than men by both women and men. When women and men approach each other on the street, women are more likely to walk around men or move out of their way. In homes, men are more likely to have their room, study r den--an inviolate area where nothing is to be touched. Women also use space in a more confining way. While men are more likely to sit with arms and legs apart, women cross legs or ankles and sit with hands in their laps, taking up far less space. This reduced control of space of territory is characteristic of those with less power and status.

14. **True.** Both female and male members of audiences pay more attention to male speakers than female speakers. Audience members recall move information from presentations given by males. This appears to occur whether the information is stereotyped as appropriate for males or stereotyped as associated with females. And it occurs even when male and female speakers make an identical presentation.

15. **True.** According to linguist Robin Lakeoff, "women's language" is characterized by certain patterns:

    - making statements that end in a questioning intonation or putting tag questions at the end of declarative sentences (This is a good movie, isn't it?)
    - excessively polite speech
    - use of "empty adjectives" (divine or lovely) and use of "so" with adjectives (so thoughtful)

    While not all studies support Lakeoff's notion of women's speech, several show that women do express themselves with more diffidence and less assertion than men. Many researchers claim that tentative speech patterns do not characterize the speech of women so much as they characterize the speech of those who lack power. For example, one group of researchers analyzed communication in a police station. They found that both male and female clients who came to the station were more likely to use "women's language" than were either male or female police personnel. There are consequences to using "women's language." Both men and women who speak in a tentative, non-assertive style are less likely to be believed by a jury. In fact, only recently has the British Broadcasting Corporation (BBC) allowed women to read the news over the air because they were perceived to lack credibility or authority.

16. **False.** Men manage to capture more than their fair share of talk time. Sometimes women actually help men gain this advantage because they are more likely to ask questions while men are more likely to give answers. However, men often take this advantage for themselves by interrupting women and by answering questions that are not addressed to them.

17. **True.** When people hear the word "segregation," they usually think about racial discrimination. Sex segregation may happen in more subtle ways, but it is widespread. Teachers, or students themselves, frequently form separate boy and girl lines, seating arrangements, work groups, play areas, and even science lab work teams. Even college classrooms display sex segregation in student seating arrangements. Children cross racial lines more often than sex lines in classroom communication. Some researchers have found that students are often unwilling to work together on science projects. However, teachers can encourage boys and girls to play and work together simply by praising children engaged in cross sex interaction. An important implication of the research is that when girls and boys work and play together, they are less likely to hold stereotyped attitudes.

18. **True.** Despite the stereotypes, when employees work for a female supervisor, they vote their approval. Female managers are seen as giving more attention to subordinates, as more open to new ideas, and as more supportive of worker effort than male managers. Both female and male subordinates report that morale and job satisfaction are higher when supervised by women. Others report that women are more dependable, show greater concern and pay better attention to detail. Research on female managers in the business world is related to research in elementary schools. Studies on elementary schools with female principals show that these schools are warmer, more democratic, are characterized by higher student achievement and higher pupil and parental satisfaction.

19. **False.** Although girls get better grades than boys, they receive less verbal praise from teachers. When girls do get praise from teachers, it is likely to be for neatness and appearance. ("That's an attractive paper." "You have very neat handwriting.") In contrast, when boys get praise, it is more likely to be for the intellectual quality of their ideas. Not only do teachers praise boys more, but the also criticize them more, ask them more questions, and give them more attention in general.

20. **False.** Women are far more likely to smile than men. They do this in many different social situations even though they are not necessarily happy or amused. In one field study researchers smiled at approximately 150 males and 150 females in public. In general, women returned the smiles more often than men. Women returned the smiles to men 93 percent of the time and to other women 86 percent of the time. Males smiles back at women 67 percent of the time, and they returned smiles to men 58 percent of the time. The researchers concluded that women give more than they get in this smiling exchange. "Women are exploited by men--they give 93 percent of the time but receive in return only 67 percent." Some writers claim that this pattern of frequent smiling is really a gesture of submission. Feminist Shulamith Firestone has called the smile a "badge of appeasement...the child/woman equivalent of the shuffle."

Activity

## EXPANDING LANGUAGE

Directions: Rewrite the following items to be examples of bias free communication.

1. Chairman
2. Congresswoman
3. Fireman
4. Everyone should turn in his report.
5. Every nurse should turn in her report.
6. Man and his world.
7. Mr. Mc Allister runs the garage in partnership with his wife, a striking blonde who mans the pump.
8. The pioneers headed west, taking their wives and children to unknown territory.
9. Poetess
10. Man-sized job
11. Old maidish
12. Sissy
13. I'll have my girl xerox this for you.
14. Dear Sir:
15. John Jones and Miss Harriet Hopkins organized the fund drive.
16. Mrs. Ricardo Rodriquez
17. Henpecked
18. Your better half
19. The lady plumber did a surprisingly good job.
20. The students roared when the football team came running out on the court during awards night with their jerseys stuffed with forty inch bosoms. (Actual quotation from a textbook!)

1. *Chairman, chairwomen, chairperson,* may all be acceptable.

   "-person" should be used if the gender is unknown. "We will elect a chairperson." Some people prefer it to be the universal term, others prefer to use chairman or chairwoman when the gender is known. Both allow for expanded images if the usage is consistent. Look out for the pitfall of calling men "men" and women "persons": "Mister Chairman" but "Madam Chairperson." It is perfectly respectable to be female: "Madam Chairwoman." Some prefer to avoid the entire issue "Madam/Mister Chair."

2. *Congresswoman, Congressperson,* or *Representative.* See above.

3. *Firefighter.* This word illustrates the importance of playing with words until you find something you are willing to say, rather than simply substituting "person" for man. No one could bear "fireperson"! Also, the expanded word is often stronger and clearer - "fighter" is more graphic and more specific than "man".

   Other examples which could easily become a language exercise for students: police*officer*, mail*carrier*, business *executive*, sales *clerk*, or *agent*. In all cases if there is some reason to specify gender, it may be acceptable. "The YWCA will honor the businesswomen of the community."

4. *His or her* report. *Her or his* report. *The* report or *a* report. *Their* report. Or recast the sentence. *"All students should turn in their reports." All reports are due..."*

   Our predictions for the future: "They" in the singular will become accepted, as the editorial "we," is already used to be impersonal. (The use of "you" in the singular is so common that "thee" has become archaic.)

5. *His or her report*, with above solutions also acceptable. It is possible by heavy use of the plural and by avoiding pronouns to write entirely neutrally. Neutral writing does not discriminate but it does nothing to make an affirmative statement. In any situation where one gender might be assumed to dominate, specifying both at least once is more expansive. "Every nurse should turn in his or her report."

6. *Humanity...their, People...their.* This usage gives a distorted view of history and what society is and was really like.

7. Have fun with this one! Principles to look out for: the partners should have *equal power* and *comparable physical descriptions*, and Ms. Mc Allister will have to do

something else to those pumps!

8. *Pioneer families*, or *pioneer men and women*. This usage lumps the women and children in with the baggage.

9. *Poet*. -ess, -ette, -enne endings imply that the woman is smaller or a special case. Other examples; usherette, stewardess, Jewess, aviatrix, comedienne. Two usages, actress and waitress, are generally accepted as being fairly comparable to actor and waiter.

10. *Big* job, *important* job. If the remark is being made to a girl, *"woman-sized job,"* to expand her recognition that women are competent adults. If the remark is being made to a boy, praising his adult efforts, it may be OK as is.

11. *Fussy? prim? cautious?* What is really meant by old maidish? You may discover that the people in your group have many different meanings, showing that the phrase not only demeans unmarried women, it is also unclear. Married women and men of all descriptions are also capable of being fussy, prim or cautious.

12. *Cowardly? Effeminate? Afraid of getting dirty?* The comments in #11 apply here too. The history of this word is interesting. In times past, it was more customary than now to call people by relationships: "Cousin Mason." "Sissy" was baby talk for "Sister." The short term for "Brother" was "Buddy." Look at what happened to those originally parallel terms - they are now the greatest insult and the greatest compliment.

13. *Secretary, assistant* or whatever she is. We have all heard of rigorous events which "separate the men from the boys" but has anyone ever said "separate the women from the girls?" Our culture doesn't. It is "flattering" for a woman to be called a girl, implying it would somehow be better if she were 17 and pattable than 47 and competent. "Girl" should be used only on those occasions when "boy" would be used for men. "A night out with the...."

14. *Dear Sir or Madam* is the old-fashioned correct term. It is now common to address a title of function: *Dear Editor, Teacher, Colleague,* or *Friend.* Sometimes Dear *Gentlepeople* has graced letters that come to our office!

15. *John Jones and Harriet Hopkins*, or *Mr. John Jones and Miss Harriet Hopkins*, or *John and Harriet*. Courtesy titles should have parallel usage. It is accepted expanded language to use a woman's last name alone: "Hopkins took charge of the door-to-door canvass."

16. *Ms. Maria Rodriquez, Mrs. Maria Rodriquez*, or *correct as it stands*, depending on her preference. Incorrect is Ms. Ricardo Rodriquez unless the woman's name is Ricardo. The objection to Mrs. Ricardo Rodriquez is that the woman loses her identity. There is also the practical problem that Mrs. Ricardo Rodriquez may be a different person next year. Some women are choosing to retain their family name when they marry, either hyphenated with their husband's name or standing alone.

17. *Pushed around? Dominated?* The word has an additional untranslatable implication that it is much worse to be dominated by a woman than by man. *An additional exercise:* make a list of all the words that insult men and that insult women. (You will have to be uninhibited; many are unprintable.) Henpecked, bastard, sissy, s.o.b... Broad, chick, dog... Which list is longer? Which the more unprintable? How many of the male insults actually referred to their relationship with a woman or to a woman in their life? How many female insults were sexual or compared them to animals or things? In fact, the language tortures a woman's sexuality so badly that it is difficult to describe her sexual nature without prejudicing her person.

18. *Your wife*. This word illustrates the paradox that women, through treated as inferior to men, are supposed to be superior at the same time, a situation guaranteed to produce resentment on both sides. It is part of the whole problem of the pedestal. ("Who wants to spend her life on a fancy shelf?")

19. *The plumber did a good job* If for some reason it is essential to specify her gender, call her a woman. We wouldn't say "Gentlemen nurse." Inappropriate use for the word "lady" is another manifestation of the pedestal problem.

20. There are only two ways to handle this one: omit it entirely, or provide a parallel sentence, such as one about a girls' team running out with their shorts stuffed with 14 inch penises. Most people will find the second suggestion obscene in print, but your small groups may get some giggles as they grapple with this sentence. The point is that *women's bodies are public property, freely discussed.* Also, we find humor in disguising high status people (men) as low status people (women). The reverse is shocking rather than humorous, because *men's bodies are private, not to be laughed at,* and because women parodying men would be seen by some to be *raising* their status. Most of us would probably agree that neither sentence belongs in a text book.

Your group may well come up with other words or phrases they've had trouble with. If so, let the group brainstorm on finding graceful and acceptable solutions.

## BIAS-FREE LANGUAGE: A BIBLIOGRAPHY

**Communications Gender Gap.** By Myra Sadker, David Sadker and Joyce Kaser. Mid-Atlantic Center for Sex Equity. Reviews research on gender differences in communications; provides strategies for assessing differences in adult communications and in classroom interaction. Includes quiz: What's Your Gender Communications Quotient?

**Count Me In!** By Joyce S. Kaser, Mid-Atlantic Center for Sex Equity, The NETWORK, Inc. 1985. Booklet with background activities; checklists on non-sexist behavior in mixed gender work groups. Written specifically for colleagues who work together in educational institutions.

**Gender Influences in Classroom Interaction.** By Louise Cherry Wilkinson and Cora B. Marrett. Academic Press, Inc. 1985. Articles abut gender and teacher-student interactions as well as peer interaction. General and specific topics such as gender-related differences in mathematics and science classrooms.

**Guide to Nonsexist Language and Visuals.** By Rhonda Lee. University of Wisconsin Extension, Department of Agricultural Journalism. 1985. Handy booklet with easy-to-read format, and graphics that can be reproduced.

**Handbook of Nonsexist Writing for Writers, Editors, and Speakers.** By Casey Miller and Kate Swift. Harper & Row, Publishers, Inc. 1981. Handy guide; many illustrative examples.

**Mother Tongue, Father Time: A Decade of Linguistic Revolt.** By Allette Olin Hill. Indiana University Press, Bloomington, Indiana. 1986. Sums up an exciting and unprecedented decade of debate concerning: How do women speak? Does a women's language exist? Highlights issues relating to "women's language" (how women speak) and "sexist language" (how women are spoken about).

**New Plus: Creating a Positive, Sex-Fair Learning Environment.** By Susan Jones Sears. Center for Sex Equity in Vocational Education. 1984. Slick, multi-color teacher's guide to creating equity in the learning environment.

**Nonsexist Choices: A Guide to Equality in Language.** Turningpoint Software. 1987. Computer disk. Apple IIc disk. IBM PC Compatible disk. Interactive program addresses the issues of sex-biased language in a light hearted and gentle way...but with powerful examples. Deals with Generic Man References, Equality in Job Titles, Pronoun Problems and Salutations.

**Observer's Manual for Intersect.** By M. Sadker, J. Bauchner, D. Sadker, L. Hergert. The NETWORK. Research for evaluating classroom interaction. Provides a coding system for observing bias and sex equity.

**Sexism in the Classroom: From Grade School to Graduate School.** By Myra Sadker and David Sadker. Women in Education. 1986. Article. Classrooms at all levels are characterized by a general environment of inequity, say the Sadkers, and bias in classroom interaction inhibits student achievement. The tools to solve these problems have been forged.

# TASK PERFORMANCE GUIDE

## GENDER EQUITY IN TRADE AND TECHNICAL CAREERS

I. **DUTY: B** ELIMINATE SEX ROLE STEREOTYPING

**TASK: B-9** Provide Parenting Education

## II. INTRODUCTION:

Alvin Toffler states: "Parenthood is the greatest single preserve of the amateur". Another frequent reference to the need for parenting skills is that citizens need a license for everything but to be a parent! With the rapid changes in our society over the past 30 years, the need for parenting skills has become imperative. Parenthood involves many responsibilities but the major one is helping a child become a mature adult.

## III. PERFORMANCE OBJECTIVES:

Interpret the meaning of parenthood
Describe responsibilities and rewards of becoming a parent
Relate parenting readiness and mate selection to parenting success and difficulty
Identify emotional and developmental needs of children of all ages
Identify alternative ways of initiating and responding to communications with children
Recognize stress in parent/child relationships
Identify coping skills
Identify personal and community resources
Distinguish among discipline, punishment, and abuse
Identify various approaches to guiding children's behavior
Identify criteria necessary for quality child care

## IV. STUDENT LEARNING ACTIVITIES:

Talk with parents (your own and others) and list the rewards and drawbacks of parenthood.
Observe infants and children at different age levels and record the children's physical ability at various developmental stages.
Make a list of alternatives to hitting a child. Discuss alternative ways adults can respond to angry outbursts.
Identify ways to provide a healthy environment for children.
Practice ways to encourage children to be responsible for tasks within the family.
Discuss and record the criteria for quality child care. Explore parents rights in child care situations.

## V. EVALUATIONS:

Evaluation techniques should reflect the objectives which are measurable.

## VI. RESOURCES:

ADOLESCENT PARENT RESOURCE GUIDE, by Ohio Department of Education (1989)
INDIANA CONSUMER AND HOMEMAKING EDUCATION CURRICULUM GUIDE: Human Development, Part 1, by the Indiana Commission on Vocational and Technical Education (1988)

## VII. SPECIAL NOTES:

## TASK PERFORMANCE GUIDE

## GENDER EQUITY IN TRADE AND TECHNICAL CAREERS

I. DUTY: B ELIMINATE SEX-ROLE STEREOTYPING

TASK: B-10 Involve Parent(s)/Guardian(s) in Career Exploration and Decision Making

### II. INTRODUCTION:

With the changing economy and changing roles of females and males, parent(s)/guardians need to be made aware of the options available in the work force so that they may be proactive in their children's career exploration and decision-making.

### III. PERFORMANCE OBJECTIVES:

Get parent(s)/guardians involved in understanding the nontraditional and vocational/technical career options available
Get parent(s)/guardians involved in career decision-making

### IV. STUDENT LEARNING ACTIVITIES

Hold a parents night on the changing economy
Have students interview their parents about their family work history
Have students research their family history to see if anyone worked in nontraditional jobs (World War II, farm equipment, etc.)

### V. EVALUATIONS:

Parent(s)/guardians participate in at least one of the above activities

## VI. RESOURCES:

"Wisconsin Model for Sex Equity", Wisconsin Department of Public Instruction
"Women in Nontraditional Careers", U.S. Dept. of Labor
"PREP", MOICC, 1990

## VII. SPECIAL NOTES:

# TASK PERFORMANCE GUIDE

## GENDER EQUITY IN TRADE AND TECHNICAL CAREERS

I. **DUTY: C** PROVIDE SURVIVAL SKILLS FOR TRADE AND TECHNICAL WOMEN AND MEN

**TASK: C-1** Teach History of Women in the Trades

## II. INTRODUCTION:

Women have been working in the trades and technology from the beginning of time, but their contributions have not been documented in our history books. For example, many of the first plumbers in Rome were women; a woman was the first printer of the Declaration of Independence; a woman invented the circular saw, which revolutionized the technology of building construction. To counteract the common belief that trades and technologies is "men's" work, this unit will demonstrate that these fields are also "women's" work.

## III. PERFORMANCE OBJECTIVES:

Demonstrate knowledge of women's historical participation in trades and technologies

Demonstrate understanding of factors contributing to the exclusion of women from these fields

## IV. STUDENT LEARNING ACTIVITIES:

View "Rosie the Riveter", identify what government and industry did to attract women to the trades, and what they did to move women out.

Identify the effect the end of World War II had on women who worked in nontraditional jobs, on women in general, and on American culture in general.

Identify the degree of racial/ethnic integration on the job during World War II and how that may have changed after the war.

Given the large participation of women in the workforce during World War II, identify the effect that had on the worksite and the interaction of co-workers as compared to current worksites where there are just one or two women.

## V. EVALUATIONS:

Identify three jobs that has been traditional for one sex and has now become traditional for the other. Prepare a presentation or paper on why.

Discuss the effect the industrial age had on the jobs that women and men do. Site three examples for class presentations and discuss why you believe that effect happened and its effect on the American culture.

Identify three jobs in American culture which are sex segregated or nontraditional, for women or men, and identify another culture where the same job is nontraditional for the other sex. Be prepared to present findings to the class, identifying the cultural assumptions of women's and men's abilities to do a job and how those assumptions are different from the American culture.

## VI. RESOURCES:

Film: "The Life and Times of Rosie the Riveter"
Coalition of Labor Union Women (national office) has material

## VII. SPECIAL NOTES:

# TASK PERFORMANCE GUIDE

## GENDER EQUITY IN TRADE AND TECHNICAL CAREERS

I. **DUTY:** C PROVIDE SURVIVAL SKILLS FOR TRADES AND TECHNICAL WOMEN AND MEN

**TASK:** C-2 Conduct Legal Rights Education

### II. INTRODUCTION:

Workers need to be familiar with their rights involving a variety of work-related issues so that they may become informed employees and more effective advocates for themselves on the job.

### III. PERFORMANCE OBJECTIVES:

Demonstrate familiarity with basic worker laws concerning:

- National Labor Relations Act
- Public Sector Collective Bargaining Laws
- Occupational Safety and Health
- Work-Related Injuries and Diseases
- Unemployment Compensation
- Employment Discrimination
- Other State and Federal Labor Laws

### IV. STUDENT LEARNING ACTIVITIES:

Discuss labor laws and their implications to work, workers and employers.

Apply knowledge of labor laws to a variety of work-related scenarios.

### V. EVALUATIONS:

Demonstrate knowledge of labor laws by completing a multiple choice exam with a minimum of 80 percent accuracy

## VI. RESOURCES:

Teachers Guide for use with "A Workers Guide To Labor Law,"
Bureau of Labor Education, University of Maine

US Dept of Labor Women's Bureau publications on legal rights
of working women

Wider Opportunities for Women, 1325 G Street, NW, Washington, DC
20005, (207) 737-5764

## VII. SPECIAL NOTES:

## TASK PERFORMANCE GUIDE

## GENDER EQUITY IN TRADE AND TECHNICAL CAREERS

I. DUTY: C PROVIDE SURVIVAL SKILLS FOR TRADES AND TECHNICAL WOMEN AND MEN

TASK: C-3 Conduct Safety Education

### II. INTRODUCTION:

The purpose of this unit is for students to become familiar with common work hazards and to know how to deal with them safely.

### III. PERFORMANCE OBJECTIVES:

Identify common safety hazards on a job site
Utilize Material Safety Data Sheets understand Right-to-know Legislation
Identify strategies for dealing with unsafe working situations
Apply principles of ergonomics
Develop a safety ethic in working with a crew
Demonstrate safety techniques in a variety of situations

### IV. STUDENT LEARNING ACTIVITIES:

Conduct safety scenarios
Discussion of strategies for dealing with unsafe working situations

### V. EVALUATIONS:

Demonstrate safe use of materials and tools of the trade.
Demonstrate appropriate procedures for dealing effectively with unsafe working situations.

## VI. RESOURCES:

STEP-UP-FOR WOMEN, Northern New England Tradeswomen

State of Maine Safety DACUM, Maine Department of Education, Bureau of Applied Technology and Adult Learning

## VII. SPECIAL NOTES:

# TASK PERFORMANCE GUIDE

## GENDER EQUITY IN TRADE AND TECHNICAL CAREERS

I. DUTY: C PROVIDE SURVIVAL SKILLS FOR TRADES AND TECHNICAL WOMEN AND MEN

TASK: C-4 Conduct Interlocking Oppression Education (Diversity Training)

## II. INTRODUCTION:

Oppression is a series of social systems set up to control the bottom 90% of the population by limiting an individual's options, thereby controlling his/her life. These social systems consist of written and unwritten rules about who can do what, thereby limiting choices a person can make in their lives.

## III. PERFORMANCE OBJECTIVES:

Define Interlocking Oppression
Understand how systems of oppression are interrelated
Describe how interlocking oppression affect you and your decision to enter the trades

## IV. STUDENT LEARNING ACTIVITIES:

View film, "Salt of the Earth," and discuss levels of interlocking oppression present in the film and how this affected decisions made and choices available to the characters in the film.

## V. EVALUATIONS:

Students will be able to define oppression.

Students will write an essay on a form of oppression(s) that they personally experience and the effects of that oppression on them.

## VI. RESOURCES:

STEP-UP FOR WOMEN, Northern New England Tradeswomen
"Salt of the Earth" video

## VII. SPECIAL NOTES:

# TASK PERFORMANCE GUIDE

## GENDER EQUITY IN TRADE AND TECHNICAL CAREERS

I. **DUTY: C** PROVIDE SURVIVAL SKILLS FOR TRADE AND TECHNICAL WOMEN AND MEN

**TASK: C-5** Increase Strength and Cardiovascular Conditioning

## II. INTRODUCTION:

Upper body strength, cardiovascular conditioning, flexibility, and endurance are necessary physical fitness requirements for success and safety in trade and technical careers.

## III. PERFORMANCE OBJECTIVES:

Increase physical strength
Develop upper body strength
Increase cardiovascular endurance

## IV. STUDENT LEARNING ACTIVITIES:

Evaluate individual fitness at beginning of program
Develop individual physical fitness program (goals)
Evaluate individual fitness at end of program
Determine maintenance and/or further development needs (goals)

## V. EVALUATIONS:

The student will be evaluated on productive use of time, quality of participation, effort, ability to set goals, progress in meeting goals, and how well he/she works.

## VI. RESOURCES:

STEP UP FOR WOMEN, Northern New England Tradeswomen
Local Physical Education Programs

## VII. SPECIAL NOTES:

# TASK PERFORMANCE GUIDE

# GENDER EQUITY IN TRADE AND TECHNICAL CAREERS

## I. DUTY: C PROVIDE SURVIVAL SKILLS FOR TRADE AND TECHNICAL WOMEN AND MEN

TASK: C-6 Conduct Sexual Harassment Prevention Training

## II. INTRODUCTION:

It is everyone's right to go to school and work in a productive and harassment-free environment. Harassment exists and if it happens the results are negative. Students need to know that harassment is illegal. They also need to understand their rights and dynamics that lead to harassment and how to effectively deal with those situations.

## III. PERFORMANCE OBJECTIVES:

Educate students about sexual harassment

Enable students to learn techniques which effectively deal with sexual harassment Inform students of their rights and responsibilities

## IV. STUDENT LEARNING ACTIVITIES:

Utilize SENDING THE RIGHT SIGNALS a training program dealing with sexual harassment.

Activities include the following units:

1. Introduction
2. Myths and Realities Related to Sexual Harassment*
3. Video Presentation
4. How Do You Decide If You Are Being Harassed?
5. What Do You Do If You Are Being Sexually Harassed?
6. Preventive Measures
7. Rapport Building
8. Matching Predicates (suggest omitting this unit)
9. Fogging
10. Anchoring
11. What Would You Do?

* Another good activity is to brainstorm the names women are called who work in non-traditional occupations and discuss how you feel about them and whether or not they are accurate. Therefore, are all women who work in NTO ugly, brutes, etc. What is the underlying message that is being conveyed?
Counterpart: Are men called names who work in NTO? Ask the same above questions and discuss results.

## V. EVALUATIONS:

Student will be able to define sexual harassment.

Student will be able to describe one method of dealing with sexual harassment and outline steps for taking action.

## VI. RESOURCES:

SENDING THE RIGHT SIGNALS*
    Trainer Handbook
    Student Handbook
    Video
    Vocational Curriculum Resource Center of Maine

## VII. SPECIAL NOTES:

* May be borrowed in state from the Vocational Curriculum Resource Center of Maine 453-9762 or purchased reasonably through The Center for Occupational Education, Jersey City State College, 2039 Kennedy Boulevard, Jersey City, NJ 07305 (201) 547-2188, (800) 272-7837.

# TASK PERFORMANCE GUIDE

## GENDER EQUITY IN TRADE AND TECHNICAL CAREERS

I. **DUTY: C** PROVIDE SURVIVAL SKILLS FOR TRADE AND TECHNICAL WOMEN AND MEN

**TASK: C-7** Provide Leadership Opportunities for Women

## II. INTRODUCTION:

Since women usually do not have enough opportunities to practice their leadership styles in mix-gender groups, situations to provide such leadership opportunities must be integrated into the classroom and vocational club activities.

## III. PERFORMANCE OBJECTIVES:

Female students will be able to run a meeting, supervise a work group, organize a project, etc.

## IV. STUDENT LEARNING ACTIVITIES:

1. Conduct ROPES TRAINING.
2. Occasionally, when numbers permit, assign sex specific work groups for projects, which allows the individuals in each group to develop their own leadership styles.
3. a. Have students conduct a self assessment to identify their leadership style (whether they take a leadership role)

   b. Discuss in class the results of this self assessment. How many girls identify themselves as leaders. How many boys identify themselves as leaders. Do the same for followers.

   c. In a group situation (co-ed) have students take a role different from that identified in there self assessment. Have students discuss what this experience was like.
4. Have students observe a meeting and identify the number of times women speak and men speak. Take note of what sex the group facilitator is and how he or she responds to men/to women.

## V. EVALUATIONS:

Students will identify and discuss a time when they took on or rejected a leadership role. Discuss why the decided to take it or not.
See Task C-8 Evaluation

## VI. RESOURCES:

Coalition of Labor Union Women (Women's Institute of Leadership Development) Ronnie to find address.
GESSA training for added learning activity.

## VII. SPECIAL NOTES:

# TASK PERFORMANCE GUIDE

## GENDER EQUITY IN TRADE AND TECHNICAL CAREERS

I. **DUTY: C** PROVIDE SURVIVAL SKILLS FOR TRADES AND TECHNICAL WOMEN AND MEN

**TASK: C-8** Conduct Labor (Union) Education

## II. INTRODUCTION:

While many workers in the US belong to labor unions, there is a general unfamiliarity with the role of labor unions and their history. This unit will address the role and history of labor unions in the United States, and discuss the advantages and disadvantages of union and non-union work.

## III. PERFORMANCE OBJECTIVES:

Discuss the function of labor unions in the today's workplace
Discuss historical development of labor unions
Discuss pros and cons of union and non-union work
Explore local unions and apprenticeship opportunities

## IV. STUDENT LEARNING ACTIVITIES:

View a video ("Norma Rae," "Salt of the Earth," etc) and discuss the reasons the workers organized and how the Union changed their work situation.

Invite a Union worker and non-union worker to discuss the Pros and Cons of belonging to a union.

Have students reflect on their opinions about Unions and have them discuss their points of view.

Have students pick a trade or career and explore whether it is a union shop or not. If it is a union shop, have them discuss whether joining the union is an option (open or closed shop). Also discuss advantages or disadvantages.

## V. EVALUATIONS:

Viewing the classroom as a worksite, have each student prepare and give a presentation on why the class should or should not organize as a Union.

## VI. RESOURCES:

Association for Union Democracy (AUD)

Labor Laws and Labor Unions, Vocational Instructional Materials Laboratory, The Ohio State University, 1989

Union Maids

Films: "Norma Rae"
"Salt of the Earth"

## VII. SPECIAL NOTES:

## TASK PERFORMANCE GUIDE

## GENDER EQUITY IN TRADE AND TECHNICAL CAREERS

**I. DUTY: C** PROVIDE SURVIVAL SKILLS FOR TRADE AND TECHNICAL WOMEN AND MEN

**TASK: C-9** Teach Communication Skills

### II. INTRODUCTION:

Communicating with other people is fundamental to surviving in the world. Communication skills include assertiveness, feedback and listening, and verbal and non-verbal communication.

### III. PERFORMANCE OBJECTIVES:

Identify assertive, passive and aggressive behaviors
Identify situations in which assertive, passive or aggressive behavior is appropriate
Demonstrate making assertive statements
Make assertive "I" statements
Identify personal rights as people, women and workers
Identify effective ways of giving and receiving feedback
Demonstrate giving both positive and negative feedback in an assertive manner
Identify and practice active listening skills
Identify verbal and nonverbal communication components
Identify the cultural differences in nonverbal behavior

### IV. STUDENT LEARNING ACTIVITIES: (This curriculum needs to be at least 14 hours)

Use STEP UP FOR WOMEN, Northern New England Tradeswomen, Chapters 9 & 12

### V. EVALUATIONS:

Students will be able to identify their most comfortable communication style.
Student will define assertive, passive and aggressive behaviors
Student will be able to identify, in their own lives, where aggressive, passive and assertive behaviors have been appropriate.

## V. EVALUATIONS: (cont).

Student will demonstrate assertive statements.
Student will demonstrate appropriate use of "I" statements.
Student will be able to define positive and negative feedback.
Student will demonstrate giving positive and negative feedback.
Student will be able to identify nonverbal communication styles and how they differ from culture to culture.

## VI. RESOURCES:

STEP UP FOR WOMEN, Northern New England Tradeswomen
"Responsible Assertive Behavior", Arthur Lange and Patricia Jakubowski
"The Assertive Workbook", Displaced Homemakers Project
Video-"What Could I Say, An Assertion Training Stimulus Program", Research Press

## VII. SPECIAL NOTES:

## TASK PERFORMANCE GUIDE

## GENDER EQUITY IN TRADE AND TECHNICAL CAREERS

I. **DUTY: C** PROVIDE SURVIVAL SKILLS FOR TRADE AND TECHNICAL WOMEN AND MEN

**TASK: C-10** Teach Conflict Resolution Skills

### II. INTRODUCTION:

Conflict arises in everyday life. Learning to resolve conflict is necessary to maintain our personal and professional well being.

### III. PERFORMANCE OBJECTIVES:

Define Conflict
Determine who owns the problem
Identify conflict resolution style
Develop negotiation skills for conflict resolution

### IV. STUDENT LEARNING ACTIVITIES

Complete worksheet "Who Owns the Problem"
Complete worksheet "How I Act in Conflicts"
Complete worksheet for negotiation skills

### V. EVALUATIONS:

Students will be able to identify personal conflict resolution style
Students will be able to apply newly developed skills to one situation in their lives

### VI. RESOURCES:

"Effectiveness Training for Women"
"How I Act in Conflicts", David Johnson, "Human Relations and Your Curriculum"
"Negotiation Skills for Conflict Resolution", Assertive Workbook, Phoenix Institute, DHP
"The Negotiation Process", Assertive Workbook, Phoenix Institute

### VII. SPECIAL NOTES:

# TASK PERFORMANCE GUIDE

## GENDER EQUITY IN TRADE AND TECHNICAL CAREERS

I. **DUTY: C** PROVIDE SURVIVAL SKILLS FOR TRADE AND TECHNICAL WOMEN AND MEN

**TASK: C-11** Teach Financial Planning

## II. INTRODUCTION:

To gain financial independence and security, people must learn to manage their money wisely.

## III. PERFORMANCE OBJECTIVES:

Understand a budget
Understand relationship between the career you choose and the amount of money you have to spend
Acquire understanding of financial institutions and the services they provide
Understand importance of planning for the future
Recognize how your value system affects your spending patterns

## IV. STUDENT LEARNING ACTIVITIES

Students will prepare a budget "Money Game"
Bring in a speaker from a bank
Bring in a speaker from consumer credit counseling
Bring in a financial planner

## V. EVALUATIONS:

Students will prepare a balanced budget.
Students will list resources and services available in a financial institution.
Given a case problem, students will be able to budget their money based on their career choice.
Students should have an understanding of the disparity in pay between traditional female and traditional male jobs

## VI. RESOURCES:

Indiana Consumer and Homemaking Education Curriculum Guide: Human Development, Part I, Unit 16, Money and the Family
Adult and Family Living, Teacher Edition, Section C, Oklahoma Dept. of Voc. Tech.
Money Game

## VII. SPECIAL NOTES:

# TASK PERFORMANCE GUIDE

## GENDER EQUITY IN TRADE AND TECHNICAL CAREERS

I. **DUTY:** C PROVIDE SURVIVAL SKILLS FOR TRADE AND TECHNICAL WOMEN AND MEN

**TASK:** C-12 Teach How to Identify Resources/Networks

## II. INTRODUCTION:

In order to be successful in finding and keeping a job, it is important that students learn to identify the resources and networks available to them.

## III. PERFORMANCE OBJECTIVES:

Identify types of resources that exist
Identify types of support networks that exist
Identify the types of personal support needed

## IV. STUDENT LEARNING ACTIVITIES:

Students will develop a list of local, regional, and national service clubs and organizations that address their specific needs.

Students will become actively involved in the services provided by at least one of the organizations.

## V. EVALUATIONS:

Students will identify four organizations pertinent to their needs
Student will have become actively involved in one organization

## VI. RESOURCES:

Women's Trade Organizations, ie, Maine Tradeswomen's Network, c/o Women Unlimited, CMTC, Northern New England Tradeswomen's Network, St. Johnsbury, VT, Society for Women Engineers, National Association of Women in Construction, Coalition of Labor Union Women,
Trades and Contractors Associations
Labor Organizations
Department of Labor, Apprenticeship Division, Job Service
U.S. DOL Women's Bureau
State Department of Education

## VII. SPECIAL NOTES:

# TASK PERFORMANCE GUIDE

# GENDER EQUITY IN TRADE AND TECHNICAL CAREERS

## I. DUTY: C PROVIDE SURVIVAL SKILLS FOR TRADE AND TECHNICAL WOMEN AND MEN

**TASK: C-13** Teach How to Balance Work and Family

## II. INTRODUCTION:

In this age of single-headed households and two-parent households where able parents work, it is increasingly important to balance the responsibilities of family with maintaining a career.

## III. PERFORMANCE OBJECTIVES:

Recognize how time management strategies can help reduce work and family conflicts
Comprehend financial management skills
Recognize importance of families balancing work and family
Understand limitations of the laws of the U.S. regarding family leave

## IV. STUDENT LEARNING ACTIVITIES:

As a group students, will generate a list of responsibilities within their families.
Each student will make a chart identifying tasks that need to be done and identify the family member who should be responsible for each task on a daily, weekly, and monthly basis.
Using the list, the student will identify the fair market value of each time on the list.
Prepare a family budget (financial plan). (Identify if there is money to buy services to save time. All these ideas need to be explored: child care,elder care, cleaning services, maintenance, etc.)
Discuss decision making addressing the needs and wants identified above.

## V. EVALUATIONS:

Students will develop a financial plan for a family of four consisting of a working single parent earning $16,000 per year who has responsibility for a five year old girl, a seven year old boy, and an elder parent who is disabled and receiving social security and supplemental security income (SSI). The elder parent is confined to a wheel chair because he is paralysed from the waist down and is in need of dialysis treatment twice a week at a hospital 20 miles from home. Students will be prepared to discuss the decision-making process used to develop their financial plan. The single parent's job is ten miles away in a neighboring community and requires his or her presence from 7:30 a.m. until 4:30 p.m.

For the family situation identified above, the student will develop a list of responsibilities for each family member for daily, weekly, monthly and seasonal chores.

## VI. RESOURCES:

US Department of Labor Women's Bureau
Maine Work and Family Coordinator,
Liz Johnson, PO Box 1055, Portland, ME 04104
"Work and Family Life" a publication of Bank Street College,
610 W. 112th St, New York, NY 10025

## VII. SPECIAL NOTES:

Provide students with information on family leave policies in other countries.

## TASK PERFORMANCE GUIDE

## GENDER EQUITY IN TRADE AND TECHNICAL CAREERS

**I. DUTY: C** PROVIDE SURVIVAL SKILLS FOR TRADE AND TECHNICAL WOMEN AND MEN

**TASK: C-14** Identify and Manage the Imposter Syndrome

### II. INTRODUCTION:

Refer to A-2

### III. PERFORMANCE OBJECTIVES:

### IV. STUDENT LEARNING ACTIVITIES

### V. EVALUATIONS:

### VI. RESOURCES:

### VII. SPECIAL NOTES:

# TASK PERFORMANCE GUIDE

## GENDER EQUITY IN TRADE AND TECHNICAL CAREERS

I. DUTY: C PROVIDE SURVIVAL SKILLS FOR TRADE AND TECHNICAL WOMEN AND MEN

TASK: C-16 Participant in Tradeswomen Support Groups

## II. INTRODUCTION:

The importance of having peer support and the opportunity to network with others in similar situations to discuss ideas and solutions to issues that arise in classrooms and on and off the job and tricks of the trades will be discussed. Since peer support seemingly makes the impossible possible.

## III. PERFORMANCE OBJECTIVE:

Establish NTO peer support groups(tradeswomen support groups)within school or student organizations
Give students opportunities to participate in support groups during school hours
Identify community groups that provide peer support

## IV. STUDENT LEARNING ACTIVITIES:

Explore and list five community groups
Invite guest speakers on NTO issues
Discuss the value of peer support and use personal examples
Have student do two presentations to other students either in their school or younger grades on NTO occupations or a related topic
Have students identify other students in similar classes or/and work situations
Have students attend a tradeswomen support group and or conference
Have students report on their experience at these conferences or groups

## V. EVALUATIONS:

Students will have identified and participated in at least one tradeswoman association meeting.
Students will write a summary on their participation and identify how they benefited from their experience.

## VI. RESOURCES:

Women's Trade Organizations

- Maine Tradeswomen Network
  C/O Women Unlimited
  CMTC
  1250 Turner Street
  Auburn, ME 04210
- Northern New England Tradeswomen Network
  One Prospect Avenue
  St. Johnsbury, VT 03561
- Society of Women Engineers
- National Association of Women in Construction
- Coalition of Labor Union Women
- Women Construction Owners and Executives

Trade and Contractors Associations
Labor Organizations
Department of Labor, Apprenticeship Division, Job Service
U.S. DOL Women's Bureau
State Department of Education

## VII. SPECIAL NOTES:

# TASK PERFORMANCE GUIDE

## GENDER EQUITY IN TRADE AND TECHNICAL CAREERS

I. **DUTY: D** CREATE SUPPORT SYSTEMS

**TASK: D-2** Utilize Gender-Specific NTO Support Groups/Networks

Prerequisite: C-16

## II. INTRODUCTION:

Since pursuing a non-traditional occupation continues to be a social issue, gender-specific support networks are vital for students pursuing a particular non-traditional occupation. The purpose of these networks is to provide support, discuss concerns, meet with role models, and meet other non-traditional occupation people in a comfortable, safe, supportive environment.

## III. PERFORMANCE OBJECTIVES:

Establish support groups for male and female NTO students
Locate faculty and community sponsors
Bring in NTO role models to speak to students currently in training
Encourage former NTO students to continue participation
Plan to schedule some evening meetings to accommodate all who might like to participate
Plan to meet on a regular basis
Discuss role of Professional NTO organizations
Assist students in participating in NTO activities at the local/community level, the state level, and the national level.*
Identify professional NTO organizations.
Promote NTO organization participation (i.e. design/distribute brochure describing NTO organizations and their purposes).**

## IV. STUDENT LEARNING ACTIVITIES:

Refer to Task C-16

## V. EVALUATIONS:

NTO support group is formed and meeting on a regular basis.
Local NTO support group members are made aware of regional and national NTO organizations, networks, and support groups.

## VI. RESOURCES:

Women's Trade Organizations, i.e.

ME Tradeswomen's Network
C/O Women Unlimited
CMTC
1250 Turner Street
Auburn, ME 04210
Northern New England Tradeswomen Network
One Prospect Avenue
St. Johnsbury, VT 03561
Society for Women Engineers
National Association of Women in Construction
Coalition of Labor Union Women
Women Construction Owners and Executives

## VII. SPECIAL NOTES:

* Actively encourage student participation in NTO organizations by talking on an individual basis with students; OR, if a student presents a problem or a concern connected to being in an NTO program -- suggest that the student participate in the NTO support group, etc.

** Possibly arrange for public service radio and television announcements, newspaper community column articles, and continually market the importance of NTO organization participation.

# TASK PERFORMANCE GUIDE

## GENDER EQUITY IN TRADE AND TECHNICAL CAREERS

I. **DUTY: D** CREATE SUPPORT SYSTEMS

**TASK: D-3** Encourage Family Support

## II. INTRODUCTION:

In order to dispel the "Fear of the Unknown," nontraditional career information and possibly hands-on opportunities must be made available to parents. This information will assist parents in talking with their children regarding career choices and their future training options. These opportunities will also make parents more aware of the "academic" components such as math, science, and language that exists in nontraditional careers. It is also hoped that these opportunities will eliminate parental barriers to student career choices.

## III. PERFORMANCE OBJECTIVES:

Obtain parental support

## IV. STUDENT LEARNING ACTIVITIES:

Plan and participate in a Career Day/Evening for all parents that highlights NTO.

Prepare a brochure describing NTO and distribute to all parents.*

Provide opportunity for parents to participate in experiential, hands-on vocational activities.

Provide opportunity for parents to talk with other parents whose child has participated in NTO.

Provide opportunity for parents to talk with tradespeople currently working in NTO.

## V. EVALUATIONS:

Determine how many of the above, suggested activities, or other activities, will be conducted during the school year and then are actually conducted.

Evaluate the "success" level of the activity/activities conducted within the school year; and, based on this evaluation, determine "family support activities" for the next school year.

## VI. RESOURCES:

Community NTO organizations

## VII. SPECIAL NOTES:

*Brochure should be distributed at least the year prior to when students are eligible for vocational education.

# TASK PERFORMANCE GUIDE

## GENDER EQUITY IN TRADE AND TECHNICAL CAREERS

I. **DUTY:** D  CREATE SUPPORT SYSTEMS

**TASK:** D-4  Encourage Opportunities for Peer Support

## II. INTRODUCTION:

The historical devaluation of vocational education and peer pressure to conform to sex-role stereotypes creates significant social barriers to student success in NTO programs. Non-NTO and vocational peers must be educated as to the value of vocational training for both men and women and the benefits of an NTO career. The outcome of this training will be the elimination of sex-bias and sex-role stereotyping.

## III. PERFORMANCE OBJECTIVES:

THESE OBJECTIVES APPLY TO ALL SECONDARY STUDENTS:

Identify benefits of vocational training
Identify advantages of an NTO career
Identify advantages of living and working in a bias and stereotype-free environment
Explain long-term benefits of expanded career options when biases and stereotyping for career choices is removed
Create a recognition program for vocational and NTO
Provide opportunities for vocational and academic students to talk about their training/career options and their feelings

## IV. STUDENT LEARNING ACTIVITIES:

THESE STUDENT LEARNING ACTIVITIES APPLY TO ALL SECONDARY STUDENTS:

Provide opportunities for all students to be exposed to NTO.
Invite NTO people to conduct panel discussions.
Participate in NTO, experiential activities.
Provide opportunities for job shadowing in NTO.
Provide opportunities for students to "exchange" classes to experience/shadow each other's training option.*
Participate in vocational and NTO recognition programs.

## V. EVALUATIONS:

Determine how many of the above, suggested activities, or other activities, will be conducted during the school year and then are actually conducted.

Evaluate the "success" level of the activity/activities conducted within the school year; and, based on this evaluation, determine "family support activities" for the next school year.

## VI. RESOURCES:

Community NTO organizations

## VII. SPECIAL NOTES:

* Vocational students exchange with academic/college-bound students once in a while to encourage a respect for each other's training option.

# TASK PERFORMANCE GUIDE

## GENDER EQUITY IN TRADE AND TECHNICAL CAREERS

## I. DUTY: D CREATE SUPPORT SYSTEMS

**TASK:** D-4 Encourage Opportunities for Peer Support

## II. INTRODUCTION:

The historical devaluation of vocational education and peer pressure to conform to sex-role stereotypes creates significant social barriers to student success in NTO programs. Non-NTO and vocational peers must be educated as to the value of vocational training for both men and women and the benefits of an NTO career. The outcome of this training will be the elimination of sex-bias and sex-role stereotyping.

## III. PERFORMANCE OBJECTIVES:

THESE OBJECTIVES APPLY TO ALL SECONDARY STUDENTS:

Identify benefits of vocational training.
Identify advantages of an NTO career.
Identify advantages of living and working in a bias and stereotype-free environment.
Explain long-term benefits of expanded career options when biases and stereotyping for career choices is removed.
Create a recognition program for vocational and NTO.
Provide opportunities for vocational and academic students to talk about their training/career options and their feelings

## IV. STUDENT LEARNING ACTIVITIES:

THESE STUDENT LEARNING ACTIVITIES APPLY TO ALL SECONDARY STUDENTS:

Provide opportunities for all students to be exposed to NTO.
Invite NTO people to conduct panel discussions.
Participate in NTO, experiential activities.
Provide opportunities for job shadowing in NTO.
Provide opportunities for students to "exchange" classes to experience/shadow each other's training option.*
Participate in vocational and NTO recognition programs.

## V. EVALUATIONS:

Determine how many of the above, suggested activities, or other activities, will be conducted during the school and are actually conducted.

Evaluate the "success" level of the activity/activities conducted within the school year; and based on this evaluation, determine Family Support activities for the next school year.

## VI. RESOURCES:

## VII. SPECIAL NOTES:

* Vocational students exchange with academic/college-bound students once in a while to encourage a respect for each other's training option.

## TASK PERFORMANCE GUIDE

## GENDER EQUITY IN TRADE AND TECHNICAL CAREERS

I. **Duty:** D CREATE SUPPORT SYSTEMS

**Task:** D-5 Encourage the placement of two or more females in classes and on job sites.

### II. INTRODUCTION:

One of the primary reasons that women do not stay in NTO jobs and trade and technical training is because of isolation. To reduce this isolation and aid in job retention, it is beneficial to have two or more females on the job site or in the classroom.

### III. PERFORMANCE OBJECTIVES:

To increase the number of females in NTO jobs and classes, cluster female students in same sections

Identify factors contributing to feelings of isolation and how they affect retention

### IV. STUDENT LEARNING ACTIVITIES:

View videos on isolation -- i.e. "The Tale of O", follow-up with discussion.

NTO students would act as role models to other students by doing presentations in classrooms on NTO training and work.

Travel to other schools to assist guidance with recruitment

### V. EVALUATIONS:

There will be two or more females recruited for classroom training and work sites in NTO jobs

Participated in recruitment and/or advocacy effort designed to encourage placement in NTO classes and jobs.

### VI. RESOURCES:

Video: "The Tale of O" Available from the Sex Equity CADRE teams statewide

Locate Guidance Counselors

### VII. SPECIAL NOTES:

# TASK PERFORMANCE GUIDE

## GENDER EQUITY IN TRADE AND TECHNICAL CAREERS

I. **DUTY:** D CREATE SUPPORT SYSTEMS

**TASK:** D-6 Utilize Personal Counseling Services

## II. INTRODUCTION:

Personal issues can often be a barrier to success in the classroom or on the job. Students should be aware of the options of counseling that are available to them.

## III. PERFORMANCE OBJECTIVES:

Students become aware of personal issues that can effect their success and well being

Identify resources that are available to them in the community

## IV. STUDENT LEARNING ACTIVITIES:

Have Human Resource and Community Health person visit the classroom

Have students write about a time where they dealt with a personal issue and how they did it.

Brainstorm five personal issues that would warrant seeking personal counseling services.

Students can break into small groups and discuss strategies to access help to resolve the issues.

## V. EVALUATION:

Students will list five community resources available for help.

Students will identify those resources, what they provide and how to contact the resource.

## VI. RESOURCES:

Community Mental Health Centers
Churches
Guidance Department
Human Resources Department at local businesses
Peer Counseling Services

## VII. SPECIAL NOTES:

# TASK PERFORMANCE GUIDE

## GENDER EQUITY IN TRADE AND TECHNICAL CAREERS

I. DUTY: D CREATE SUPPORT SYSTEMS

TASK: D-7 Utilize Placement and Follow-up Services

## II. INTRODUCTION:

Placement and follow-up services are available to assist graduates in obtaining and retaining quality jobs. It is important that students know these services are available to them and how to access these services.

## III. PERFORMANCE OBJECTIVE:

Identify Placement and follow-up services available
Identify how these services are delivered
Students utilize Pre-Employment Assessments available to them to identify employment skills necessary to obtain a quality job
Develop personal placement plan

## IV. STUDENT LEARNING ACTIVITIES:

Invite community resource people to present employment placement opportunities.
Prepare Resumes, job application and practice interview skills.
Identify and list services available in the community.

## V. EVALUATIONS:

Students can identify community services appropriate to their individual placement plan.

## VI. RESOURCES:

Maine Job Service
Private Placement Services
Local School Craft Committees
Employers
Guidance Department/Instructors

## VII. SPECIAL NOTES:

# TASK PERFORMANCE GUIDE

# GENDER EQUITY IN TRADE AND TECHNICAL CAREERS

## I. DUTY: E ERADICATE EXTERNAL BARRIERS

**TASK: E-1** Eliminate Discrimination of Race, Age, Sex, Religion, Ethnicity, Sexual Orientation, Mental/Physical Disability, and Marital Status

## II. INTRODUCTION:

Why should discrimination be eliminated? Because it is the law and because it is the right thing to do!

If the purpose of education is to expand the options that students perceive to be available to them, then it is essential to eliminate oppression and discrimination which inherently limits an individual's perceived options. The classroom is the primary place where this education can take place.

## III. PERFORMANCE OBJECTIVES:

Recognize discrimination
Define discrimination
Identify preventive measures for discrimination
Discuss discrimination and repercussions of discrimination
Recognize and intervene in discriminatory situations

## IV. STUDENT LEARNING ACTIVITIES:

Participate in Interlocking Oppression Training
  (Refer to Task C-4)
View "Tale of O" video and discuss
Conduct "Teaching Moment" sessions when discriminatory
  actions take place in the classroom.*

## V. EVALUATIONS:

Given a situation, simulated or in "real life," the student can recognize discriminatory behavior and utilize either preventive and/or intervention techniques to address the discriminatory situation.

## VI. RESOURCES:

TALE OF O Video available from the Vocational Curriculum Resource Center of Maine, KVTC, 92 Western Avenue, Fairfield, ME 04937 (207) 453-5000.

## VII. SPECIAL NOTES:

It is essential that the classroom instructor model non-discriminatory behavior at all times.

* Instructor should be willing to point out any discriminatory action that may take place in their classroom, interrupt the class as soon as the behavior is observed, and discuss the repercussions of the behavior with the students.

# TASK PERFORMANCE GUIDE

## GENDER EQUITY IN TRADE AND TECHNICAL CAREERS

I. DUTY: F REMOVE DISCRIMINATORY BEHAVIOR AT ALL LEVELS IN SCHOOLS AND THE WORKPLACE (CO-WORKERS/STUDENTS)

TASK: F-1 Stop Violence and Hatred Toward Women

## II. INTRODUCTION:

Violence and hatred toward women in our society is rampant and takes many forms from subtle innuendo to murder. Violence toward women takes place in the home, on the street, and in the workplace. The numbers of women who are beaten, raped, and murdered by their partners and others are outrageous and keep growing. The incidence of sexual harassment in the workplace reduces a woman's productivity and competitiveness. This is wrong and cannot continue. It is countering the well being of the partnerships between men and women in their personal relationships, working relationships and learning relationships.

## III. PERFORMANCE OBJECTIVES:

Students will understand how violence and hatred toward women is reflected in our cultural inheritance, and the legal condolence
Students will understand the "victim" mentality
Student will be able to identify the continuum of behaviors that constitute violence toward women
Students will be able to identify the consequences of violence toward women to individuals and society as a whole
Students will be able to identify ways to stop violence toward women

## IV. STUDENT LEARNING ACTIVITIES: (On-going discussion over a long period of time)

Invite guest speakers from local rape crisis center and women's shelters and law enforcement agencies to discuss the cultural perspective, victim mentality and the continuum of violence.

Over a one-month period of time, students will make a scrap book of articles that have appeared in local publications reflecting violence toward women.

Using the scrap books, in small groups, brainstorm ways to stop this violence.

Students will identify three ways that they, as students in their school, can diminish violence against women.

Students will identify three ways that they as an individual can diminish violence toward women.

Students will choose one strategy that they, as individuals, can do to reduce violence toward women, and act on it.

Students will list three ways that violence is counterproductive to work, learning and personal relationships.

## V. EVALUATIONS:

Students will have completed the learning activities.
Students will evaluate their personal commitment to change.

## VI. RESOURCES:

Shelters
Law enforcement agencies
Crisis and counseling centers
Women's programs

## VII. SPECIAL NOTES:

This program should be run by the State Coalition on Domestic Violence.

# TASK PERFORMANCE GUIDE

## GENDER EQUITY IN TRADE AND TECHNICAL CAREERS

I. DUTY: F REMOVE DISCRIMINATORY BEHAVIOR AT ALL LEVELS IN SCHOOLS AND THE WORKPLACE (CO-WORKERS/STUDENTS)

TASK: F-2 Conduct Interlocking Oppression Education

## II. INTRODUCTION:

Refer to C-4

## III. PERFORMANCE OBJECTIVES:

## IV. STUDENT LEARNING ACTIVITIES:

## V. EVALUATIONS:

## VI. RESOURCES:

## VII. SPECIAL NOTES:

## TASK PERFORMANCE GUIDE

## GENDER EQUITY IN TRADE AND TECHNICAL CAREERS

I. **DUTY: F** REMOVE DISCRIMINATORY BEHAVIOR AT ALL LEVELS IN SCHOOLS AND THE WORKPLACE (CO-WORKERS/STUDENTS)

**TASK: F-3** Conduct Sexual Harassment Education

### II. INTRODUCTION:

Refer to C-6

### III. PERFORMANCE OBJECTIVES:

### IV. STUDENT LEARNING ACTIVITIES:

### V. EVALUATIONS:

### VI. RESOURCES:

### VII. SPECIAL NOTES:

# TASK PERFORMANCE GUIDE

## GENDER EQUITY IN TRADE AND TECHNICAL CAREERS

I. DUTY: F — REMOVE DISCRIMINATORY BEHAVIOR AT ALL LEVELS IN SCHOOLS AND THE WORKPLACE (CO-WORKERS/STUDENTS)

TASK: F-4 — Conduct Affirmative Action/Civil Rights Education at All Levels

### II. INTRODUCTION:

Since the early sixties, numerous regulations and pieces of legislation have come into effect with the purpose of eliminating discrimination with regard to race, sex, ethnicity, religion, age, mental/physical disability, marital status, and sexual orientation. It is important for people to understand their rights and the rights of others under the law.

### III. PERFORMANCE OBJECTIVES:

Students will understand the reasons the regulations and legislation were developed

Students will understand the regulations and laws that exist and the impact on themselves and others

### IV. STUDENT LEARNING ACTIVITIES:

Invite an EEO person from a local business to discuss affirmative action and civil rights regulations and legislation and the impact of these on their business.

Invite a speaker to discuss how inequities are legally remedied.

Learn the legal remedies for situations when these laws are not enforced.

Bring in a person from the AG's office to give an overview of the laws and discuss how a complaint is filed and investigated.

Students will research and evaluate the school's affirmative action plan.

### V. EVALUATION:

Students will demonstrate their knowledge of the laws, regulations, legislation, and procedures by participation in a group presentation preferably to another grade level or classroom.

### VI. RESOURCES:

Attorney General's Office
Affirmative Action Officer

## TASK PERFORMANCE GUIDE

## GENDER EQUITY IN TRADE AND TECHNICAL CAREERS

VII. SPECIAL NOTES:
I. DUTY: F REMOVE DISCRIMINATORY BEHAVIOR AT ALL LEVELS IN SCHOOLS AND THE WORKPLACE (CO-WORKERS/STUDENTS)

TASK: F-5 Eliminate Career Discrimination

### II. INTRODUCTION:

Refer to C-6

### III. PERFORMANCE OBJECTIVES:

### IV. STUDENT LEARNING ACTIVITIES:

### V. EVALUATIONS:

### VI. RESOURCES:

### VII. SPECIAL NOTES:

## TASK PERFORMANCE GUIDE

## GENDER EQUITY IN TRADE AND TECHNICAL CAREERS

I. DUTY: F REMOVE DISCRIMINATORY BEHAVIOR AT ALL LEVELS IN SCHOOLS AND THE WORKPLACE (CO-WORKERS/STUDENTS)

TASK: F-6 Eliminate Discrimination in Work Assignments

### II. INTRODUCTION:

In order to maximize the effectiveness/productivity of a company, work assignments must be given abased on qualifications of the individual.

### III. PERFORMANCE OBJECTIVES:

Make students aware that there are other factors rather than just qualifications which determine how work is assigned

EXAMPLES: Gender
Race
Size
Economics
Age
Disability

Discuss how you determine the qualifications necessary to do a work assignment

### IV. STUDENT LEARNING ACTIVITIES:

Students share times when they felt they were discriminated against:

EXAMPLES: Chore assignments at home
Chore assignments in classroom
Team selections and positions
Work assignments on the job

Select a work assignment and have students discuss the potential for discriminatory actions. Use examples given in activities listed above.

## V. EVALUATIONS:

Students will be able to identify numerous areas of discrimination related to work assignments at home, in the classroom, or on the job, etc.

## VI. RESOURCES:

Videos from the VCRCOM
Community resource people

## VII. SPECIAL NOTES:

## TASK PERFORMANCE GUIDE

## GENDER EQUITY IN TRADE AND TECHNICAL CAREERS

I. DUTY: F REMOVE DISCRIMINATORY BEHAVIOR AT ALL LEVELS IN SCHOOLS AND THE WORKPLACE (CO-WORKERS/STUDENTS)

TASK: F-7 Eliminate Promotional Discrimination

### II. INTRODUCTION:

A productive workforce is one in which individuals feel that good work performance will be rewarded through career advancement. Too often promotions may be based on factors unrelated to performance such as gender, race, appearance, friendships, etc.

### III. PERFORMANCE OBJECTIVES:

Identify non-performance factors that may be considered when promotion decisions are made

Understand the "glass ceiling" phenomena (especially for women, minorities, people with disabilities)

### IV. STUDENT LEARNING ACTIVITIES:

Discuss factors related to non-performance

EXAMPLES: Race
Gender
Appearance
Disability

Students discuss times when they feel they have been overlooked for promotion (raises)

EXAMPLES: Room assignments at home
Allowances
Work/Job
Attitudes (acceptance of assignments)
Popularity at school

## IV. STUDENT LEARNING ACTIVITIES (continued)

Grades awarded at school
Team captains
Individual's image (good/bad)

## V. EVALUATIONS:

Student will be able to identify non-performance factors related to promotion in work, home, school, etc. and discuss strategies to overcome.

## VI. RESOURCES:

U.S. Department of Labor reports on the glass ceiling (available from the VCRCOM)

## VII. SPECIAL NOTES:

# TASK PERFORMANCE GUIDE

## GENDER EQUITY IN TRADE AND TECHNICAL CAREERS

I. **DUTY: F** REMOVE DISCRIMINATORY BEHAVIOR AT ALL LEVELS IN SCHOOLS AND THE WORKPLACE (CO-WORKERS/STUDENTS)

**TASK: F-8** Eliminate Physical and Mental Harassment

## II. INTRODUCTION

Neither students nor workers can perform to their maximum in an environment where physical and mental harassment exist.

## III. PERFORMANCE OBJECTIVES:

Identify types of harassment
Identify both sides of the harassment (giver and receiver)
Understand affects of harassment
Respond effectively when a harassing situation arises
Prevent harassing behavior in yourself

## IV. STUDENT LEARNING ACTIVITIES:

Discuss types of harassment and incidences in the student's life where harassment may have taken place.

EXAMPLE: Sarcasm
Teasing
Whistling
Physical Contact (unwanted)
Sexual Advancements (Refer to F-3)

Provide role-playing situations or case studies.

Develop strategies to handle harassing situations as well as strategies not harass others.

## V. EVALUATIONS:

The teacher will monitor the student's behavior before covering this unit and again after covering this unit to determine any changes.

## V. EVALUATIONS: (continued)

Teacher will observe role playing situations.

## VI. RESOURCES:

Various materials on harassment available from the VCRCOM

## VII. SPECIAL NOTES:

## GENDER EQUITY IN TRADE AND TECHNICAL CAREERS

I. DUTY: F REMOVE DISCRIMINATORY BEHAVIOR AT ALL LEVELS IN SCHOOLS AND THE WORKPLACE (CO-WORKERS/STUDENTS)

TASK: F-9 Eliminate Age Discrimination

## II. INTRODUCTION:

The values placed on an individual's contribution to a school or work place shouldn't be based solely on a person's age. Both the wisdom that comes with age or the new ideas from youth should be equally valued and considered. The value of information should be based on its content and not on its source.

## III. PERFORMANCE OBJECTIVES:

Understand age discrimination as it relates to school and to work

## IV. STUDENT LEARNING ACTIVITIES:

Cite examples of discrimination based on age (young as sell as old).

EXAMPLE: Structure of schools -- start and end at the same age.
Retention in school classes.

Discuss how different cultures treat young and old members (Native American, Asian).

Discuss how we feel when someone says "Children should be seen and not heard" or "You can't teach an old dog new tricks."

## V. EVALUATIONS:

Students will define what age discrimination means to them.

Students will be able to write a brief paragraph on what a culture would be like if no one discriminated based on age.

## VI. RESOURCES:

Grey Panthers
Older Womens League
Material in any library on ageism and cultures.

## VII. SPECIAL NOTES:

# TASK PERFORMANCE GUIDE

## GENDER EQUITY IN TRADE AND TECHNICAL CAREERS

I. **DUTY: F** REMOVE DISCRIMINATORY BEHAVIOR AT ALL LEVELS IN SCHOOLS AND THE WORKPLACE (CO-WORKERS/STUDENTS)

**TASK: F-11** Provide Gender Positive Team Building Education (Co-Workers)

## II. INTRODUCTION:

Research has shown that productivity will increase when employees/students work as a team and appreciate/recognize individual differences and strengths that can be utilized to complete a project/assignment.

## III. PERFORMANCE OBJECTIVES:

Complete a teambuilding experience in which students will learn the value of working together for a common goal
Work and get along together in team activities
Apply teambuilding experiences to other activities

## IV. STUDENT LEARNING ACTIVITIES:

Provide opportunities for students to work in teams.
List areas where teambuilding is necessary to achieve project/assignment.
Utilize cooperative learning techniques.

## V. EVALUATIONS:

Students accomplished project/assignment and worked out any differences/conflicts along the way within their team.

## VI. RESOURCES:

EXAMPLE: ROPES Training Program

## VII. SPECIAL NOTES:

# TASK PERFORMANCE GUIDE

## GENDER EQUITY IN TRADE AND TECHNICAL CAREERS

I. **DUTY: F** REMOVE DISCRIMINATORY BEHAVIOR AT ALL LEVELS IN SCHOOLS AND THE WORKPLACE (CO-WORKERS/STUDENTS)

**TASK: F-13** Require Respect in the Workplace

### II. INTRODUCTION:

Refer to I-6

### III. PERFORMANCE OBJECTIVES:

### IV. STUDENT LEARNING ACTIVITIES:

### V. EVALUATIONS:

### VI. RESOURCES:

Affirmative Action Officer

### VII. SPECIAL NOTES:

## TASK PERFORMANCE GUIDE

## GENDER EQUITY IN TRADE AND TECHNICAL CAREERS

I. **DUTY: F** REMOVE DISCRIMINATORY BEHAVIOR AT ALL LEVELS IN SCHOOLS AND THE WORKPLACE (CO-WORKERS/STUDENTS)

**TASK: F-14** Provide Leadership Opportunities for Women

### II. INTRODUCTION:

Refer to C-7

### III. PERFORMANCE OBJECTIVES:

### IV. STUDENT LEARNING ACTIVITIES:

### V. EVALUATIONS:

### VI. RESOURCES:

Affirmative Action Officer

### VII. SPECIAL NOTES:

## TASK PERFORMANCE GUIDE

## GENDER EQUITY IN TRADE AND TECHNICAL CAREERS

I. DUTY: H DELIVER CAREER EDUCATION AND EXPLORATION

TASK: H-1 Assign Women Advisors/Mentors for All Female Students

### II. INTRODUCTION:

Experience has shown us that having an advocate/mentor who can provide critical support and direction is advantageous to the success of an individual who is pursuing a nontraditional career. It is important that the advocate have a thorough understanding of the issues and can make a commitment to an on-going relationship.

### III. PERFORMANCE OBJECTIVES:

Each student entering NTO will have an advisor/mentor at the recruitment stage (guidance counselors/student services coordinators will coordinate the match)
Students who are graduating from an NTO program will have a mentor to help them through the transition stage
Students and mentors will meet on a regular basis

### IV. STUDENT LEARNING ACTIVITIES:

Students will identify issues appropriate for discussion with mentor
Students demonstrate ability to initiate contact with mentor
Students will also act as mentors to younger students

### V. EVALUATIONS:

All students will be matched with mentors/advisors
Students will evaluate their experiences with their mentors

## VI. RESOURCES:

Tradewomen's networks
Business education partnerships
Student organizations
Cadre people
Women Unlimited
Women's Business Development Corp. Mentoring Program
Project SOAR, CEI

## VII. SPECIAL NOTES:

## I. DUTY: H DELIVER CAREER EDUCATION AND EXPLORATION

**TASK: H-2** Expand Career Aspirations

## II. INTRODUCTION:

In order to expand career aspirations, there are a lot of steps that come into play including learning what careers are out there. Personal growth and self esteem are also a part of developing career aspirations.

## III. PERFORMANCE OBJECTIVES:

Student clearly understand existing career opportunities and how they relate to meeting their personal and economic need

Students will understand the career development process as an opportunity to expand career aspirations

## IV. STUDENT LEARNING ACTIVITIES:

Personal assessment.

Explore local, state and national opportunities.

Students make preliminary choices based on interest, ability, and availability.

Student can research three preliminary career choices through occupational interviews.

## V. EVALUATIONS:

Student will complete an interview packet.

## VI. RESOURCES:

Displaced Homemakers Project Career Life Planning Curriculum
WINC Curriculum Guide

## VII. SPECIAL NOTES:

# TASK PERFORMANCE GUIDE

## GENDER EQUITY IN TRADE AND TECHNICAL CAREERS

## I. DUTY: H DELIVER CAREER EDUCATION AND EXPLORATION

**TASK: H-3** Conduct On-going, Hands-on Trade and Technical Exploration for Women and Girls at All Levels

## II. INTRODUCTION:

Most students do not have an opportunity to try out different trade and technical activities. In order to broaden their horizons, a hands-on exploration of various trade and technical careers gives students the opportunity to make informed choices.

## III. PERFORMANCE OBJECTIVES:

Students will participate in hands-on exploration in a minimum of five trade and technical areas.

## IV. STUDENT LEARNING ACTIVITIES:

Participate in several different classes in a Career Exploration Day.
Plan guest speaker presentations.
Plan Job Shadowing activities.

## V. EVALUATIONS:

Students will evaluate their hands-on experiences as they relate to potential career choices.

## VI. RESOURCES:

Local Vocational/Technical Centers
Other NTO training programs e.g. Women Unlimited, Step-Up Program
Community Businesses

## VII. SPECIAL NOTES:

# TASK PERFORMANCE GUIDE

## GENDER EQUITY IN TRADE AND TECHNICAL CAREERS

I. **DUTY: H** DELIVER CAREER EDUCATION AND EXPLORATION

**TASK: H-4** Provide Opportunities for Job Shadowing Experiences for Students

### II. INTRODUCTION:

The purpose of the job shadow is to give each student a realistic and positive experience for being in a trade or technical job.

### III. PERFORMANCE OBJECTIVES:

Each student will spend a minimum of one day on a job site observing; and, if possible, working.

### IV. STUDENT LEARNING ACTIVITIES:

Student will select a trade they wish to shadow
Once the trade has been identified, the Guidance/Instructor will contact an employer.
Student will do one all-day job shadow.
Student will fill out shadow evaluation.

### V. EVALUATION:

Student will evaluate their experience.
Employer will evaluate student's participation.

### VI. RESOURCES:

Step-up for Women, Womens Resource Curriculum Chapter 20 (available at the Vocational Curriculum Center of Maine, 92 Western Avenue, Fairfield, ME 04937 (207) 453-5000.

### VII. SPECIAL NOTES:

## TASK PERFORMANCE GUIDE

## GENDER EQUITY IN TRADE AND TECHNICAL CAREERS

I. DUTY: H DELIVER CAREER EDUCATION AND EXPLORATION

TASK: H-5 Explore Career Ladders Starting in Middle School

### II. INTRODUCTION:

In order to build a future for oneself, it is necessary to be aware of and understand the progression through various stages in a career field.

### III. PERFORMANCE OBJECTIVES:

Students will understand the importance of developing a career ladder for themselves
Students will understand the relationship between enhanced skill development and the opportunities for advancement within their chosen career field

### IV. STUDENT LEARNING ACTIVITIES:

Invite a PAC (Program Advisory Committee) member to discuss the career ladder for a specific trade or technical career.
Using "Steps Towards Economic Self-Sufficiency" exercises students will research and then develop a career ladder for their chosen field.
Students will then share results with other class members.

### V. EVALUATIONS:

Student will complete a career ladder

### VI. RESOURCES:

Displaced Homemakers Project Curriculum Career Life Planning Chapter

### VII. SPECIAL NOTES:

## TASK PERFORMANCE GUIDE

## GENDER EQUITY IN TRADE AND TECHNICAL CAREERS

### I. DUTY: H DELIVER CAREER EDUCATION AND EXPLORATION

**TASK: H-6** Provide Women Role Models

### II. INTRODUCTION:

Experience has shown that role models provide positive influences in recruiting and retaining non-traditional students and/or employees.

### III. PERFORMANCE OBJECTIVES:

Students have the benefit of role models.

### IV. STUDENT LEARNING ACTIVITIES:

Students will identify one person who has been a role model to them and discuss how and why.
Bring women and men in NTO into the schools to speak about their professions.
Students identify a role model in their trade or technical area.

### V. EVALUATIONS:

Students will be able to identify one role model in their vocational area.
Student will be able to define what constitutes a good role model.

### VI. RESOURCES:

Refer to H-1
Program Advisory Committee Members
Service, Business and Professional Clubs

### VII. SPECIAL NOTES:

# TASK PERFORMANCE GUIDE

## GENDER EQUITY IN TRADE AND TECHNICAL CAREERS

I. **DUTY: H** DELIVER CAREER EDUCATION AND EXPLORATION

**TASK: H-7** Provide Information on Financial Realities of Career Choices

## II. INTRODUCTION:

Experience has shown that our career choices do not always meet our financial realities (obligations). BUMMER!!! Students need to make informed decisions regarding career choices and the financial realities of those choices.

Jobs that are traditionally held by women generally pay significantly less than most trades and technical careers. YOU NEED TO KNOW!

## III. PERFORMANCE OBJECTIVES:

Students will understand the financial benefits of working in trade and technical jobs.
Students will understand the relationship between income and expenses.

## IV. STUDENT LEARNING ACTIVITIES:

Students develop a budget through the "It's Your Choice" game.
Students will use the GIS/ CHOICES to determine wages in the careers they are interested in.
Students will investigate the costs and/or time/ commitment needed to enter different careers.

## V. EVALUATIONS:

Students will relate the above information to their career and lifestyle choices.

## VI. RESOURCES:

Dictionary of Occupational Titles
MOICC
"It's Your Choice", VT Dept. of Education
Library
Trade Magazines
See attached "Wages" information

## VII. SPECIAL NOTES:

## BRIEFING PAPER

# THE WAGE GAP: WOMEN'S AND MEN'S EARNINGS

The wage gap between women and men, which had remained virtually constant from 1955 through the 1970's, began to decline in the 1980's. The ratio of women's annual earnings to men's for full-time year-round workers increased gradually over the 1980's, reaching 70 percent in 1991. The ratio of women's weekly earnings to those of men rose from 62 percent in 1970 to about 75 percent in 1992. This latter figure includes earnings of wage and salary workers only. Male-female differences are larger for self-employed workers who are included in the annual figures.

**TABLE 1. Women's Earnings as a Percentage of Men's Among Full-time Workers, 1955-1992**

| Year | Median Annual Earnings (Year-Round Workers) | Median Weekly Earnings | Mean Hourly |
|---|---|---|---|
| 1955 | 63.9 | | |
| 1960 | 60.7 | | |
| 1965 | 59.9 | | |
| 1970 | 59.4 | 62.3 | |
| 1975 | 58.8 | 62.0 | |
| 1976 | 60.2 | 62.2 | |
| 1977 | 58.9 | 61.9 | |
| 1978 | 59.4 | 61.3 | |
| 1979 | 59.7 | 62.5 | |
| 1980 | 60.2 | 64.4 | |
| 1981 | 59.2 | 64.6 | |
| 1982 | 61.7 | 65.4 | |
| 1983 | 63.6 | 66.7 | |
| 1984 | 63.7 | 67.8 | 69.5 |
| 1985 | 64.6 | 68.2 | |
| 1986 | 64.3 | 69.2 | |
| 1987 | 65.2 | 70.0 | |
| 1988 | 66.0 | 70.2 | |
| 1989 | 68.7 | 70.1 | |
| 1990 | 71.1 | 71.8 | |
| 1991 | 69.9 | 74.0 | |
| 1992 | | 75.6 | |

Note: The median annual ratio of women's to men's earnings represents workers 15 years and older; the median weekly figure represents workers 16 years and older, who were wage and salary workers and did not necessarily work year-round; the mean hourly figure represents wage and salary workers 21 - 64 years of age.

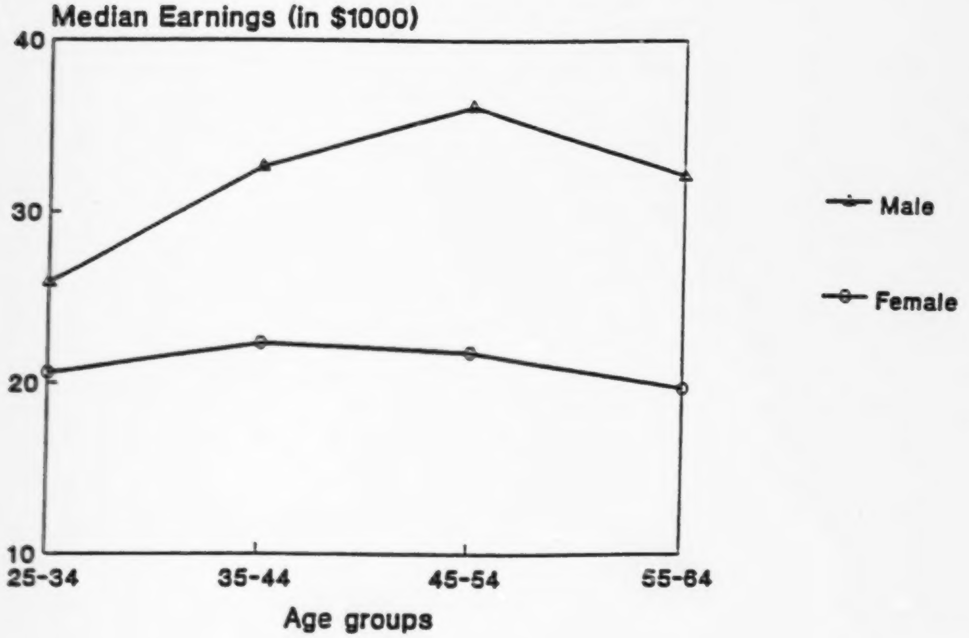
# AGE DIFFERENCES IN EARNINGS

The gap between women's and men's earnings is smallest at younger ages and increases with age. Men's earnings rise substantially until they are in their fifties while women's earning show little growth over the life cycle.

TABLE 4. Median Annual Earnings of Women and Men for Full-Time, Year-Round Workers by Age, 1991

| Age Group | Women | Men | Ratio |
|---|---|---|---|
| 25 - 34 | $20,592 | $25,894 | 79.5 |
| 35 - 44 | 22,336 | 32,662 | 68.4 |
| 45 - 54 | 21,798 | 36,146 | 60.3 |
| 55 - 64 | 19,642 | 32,108 | 61.2 |

Figure 1.
Gap between Women's and Men's Earnings
by Age, 1991



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*The Institute for Women's Policy Research (IWPR) is an independent, nonprofit, research institute dedicated to conducting and disseminating research that informs public policy debates affecting women. The data in this Research-in-Brief was taken from published and unpublished federal data sources and was prepared by Lois Shaw with the assistance of Melinda Gish and Jill Braunstein. Members and affiliates of IWPR receive several Briefs and additional papers and materials. The introductory membership fee is $35 per year for individuals; additional categories of membership, with additional benefits, are available for individuals and organizations. Call (202) 785-5100 for more information.*

# EARNINGS DIFFERENCES BY EDUCATIONAL LEVEL

At all levels of educational attainment, women and people of color earn less than white men. Women with a college education earn approximately the same as white male high school graduates.

**TABLE 5. Median Annual Earnings of Women and Men for Full-Time, Year-Round, Workers by Educational Level, 1991**

| | High School | College (B.A.) | College (Masters) |
|---|---|---|---|
| White | | | |
| Women | $18,252 | $27,840 | $33,604 |
| Men | 26,790 | 40,624 | 46,978 |
| Black | | | |
| Women | 16,957 | 26,333 | 30,988 |
| Men | 20,731 | 31,032 | 40,815 |
| Hispanic* | | | |
| Women | 17,179 | 25,669 | ---- |
| Men | 21,690 | 32,972 | 37,832 |
| All | | | |
| Women | 18,042 | 27,654 | 33,122 |
| Men | 26,218 | 39,894 | 40,002 |

* Persons of Hispanic origin may be of any race.

## DATA SOURCES

**Table 1**
Data through 1983 are from Francine D. Blau and Marianne A. Ferber, The Economics of Women, Men and Work (Prentice-Hall, 1986). Annual data from 1984 through 1991 are from the Census Bureau, U.S. Department of Commerce, Current Population Reports, Consumer Income Series P-60, nos. 167 (Table 26), 172 (Table 24), 174 (Table 24), and 180 (Table 24). Weekly data from 1984 through 1991 are from the U.S. Department of Labor, Bureau of Labor Statistics, Employment & Earnings, January issues, Table 54. The 1992 weekly figure is from the Bureau of Labor Statistics, U.S. Department of Labor, unpublished tabulations from the Current Population Survey: 1992 Annual Averages. Hourly wages for 1984 are from Male-Female Differences in Work Experience, Occupations, and Earnings: 1984, Census Bureau, U.S. Department of Commerce, Current Population Reports, Household Economic Studies, Series P-70, no. 10, Table 5. Hourly earnings by sex are generally not available.

**Table 2**
Annual data, same as for Table 1.

**Table 3**
Current Population Reports, Series P-60, no. 180, Table 31.

**Table 4**
Current Population Reports, Series P-60, no. 180, Table 29.

**Table 5 and Figure 1**
Same as for Table 4.

## CLOSING THE GAP

For women's wages to catch up to men's, their real wages must rise faster than men's, but men's need not fall. The reduction in the wage gap represents progress in the labor market position of women, but part of the closing of the gap represents a decline in the position of men. During this period the real earnings of men fell (after controlling for inflation). If men's annual earnings had remained at their 1979 levels in real terms, the female-male earnings ratio would have risen to only 65.7 percent rather than 69.9 percent. Thus, over 40 percent of the reduction in the wage gap has been due to the falling earnings of men rather than to improvement in women's earnings.

TABLE 2. Median Annual Earnings of Women and Men in Current and Constant Dollars for Full-Time, Year-Round Workers, 15 and Older, 1979-1991

| | Current Dollars | | | Constant (1989) Dollars* | | |
|---|---|---|---|---|---|---|
| | Women | Men | Ratio | Women | Men | Ratio** |
| 1979 | $10,151 | $17,014 | 59.7 | $17,010 | $28,510 | 59.7 |
| 1985 | 15,624 | 24,195 | 64.6 | 18,005 | 27,883 | 63.2 |
| 1986 | 16,232 | 25,256 | 64.3 | 18,365 | 28,574 | 64.4 |
| 1987 | 16,911 | 25,946 | 65.2 | 18,495 | 28,321 | 64.7 |
| 1988 | 17,606 | 26,656 | 66.0 | 18,454 | 27,940 | 64.7 |
| 1989 | 18,769 | 27,331 | 68.7 | 18,769 | 27,331 | 65.8 |
| 1990 | 19,816 | 27,866 | 71.1 | 18,791 | 26,342 | 65.9 |
| 1991 | 20,553 | 29,421 | 69.9 | 18,727 | 26,807 | 65.7 |

*CPI adjusted.

**Hypothetical ratio calculated with men's real wages in 1979 as base; i.e., calculated as if men's real wages had not fallen. The difference between the actual ratio and the hypothetical ratio (69.9 - 65.7 = 4.2) in 1991, as a proportion of the overall increase in the actual ratio between 1979 and 1991 (69.9 - 59.7 = 10.2), is a measure of the increase in the ratio due to the fall in men's real wages, or 41 percent (4.2/10.2).

## RACE AND ETHNIC DIFFERENCES IN EARNINGS

As illustrated in Table 3 below, black and Hispanic workers of both sexes continue to earn much less than white men.

TABLE 3. Median Annual Earnings of Women and Men for Full-Time, Year-Round Workers, 15 and Older, By Race and Ethnicity, 1991

| | Women | Men | Ratio |
|---|---|---|---|
| All Races | $20,553 | $29,421 | 69.9 |
| White | 20,794 | 30,266 | 68.7 * |
| African American | 18,720 | | 61.9 * |
| Hispanic** | 16,244 | | 53.7 * |
| African American | | 22,075 | 72.9 * |
| Hispanic** | | 19,771 | 65.3 * |

*The base for this ratio is the earnings of white men.

**Persons of Hispanic origin may be of any race.

# TASK PERFORMANCE GUIDE

## GENDER EQUITY IN TRADE AND TECHNICAL CAREERS

I. **DUTY: H** DELIVER CAREER EDUCATION AND EXPLORATION

**TASK: H-8** Conduct Gender Neutral Skill Assessments

## II. INTRODUCTION:

Do current skill assessment instruments reflect both male and female strengths and weakness? Or, are the results of these skill assessments taking into consideration the likelihood of exposure or experience to all the skills being assessed? The use of these skill assessment instruments can be vital to a students career path and must be monitored to reflect equality. Skill assessments must never be used to "weed out" someone but rather to highlight areas that may need special attention.

## III. PERFORMANCE OBJECTIVES:

Understand that skills aptitude and assessments are often gender-, racial-, ethnic-, and class-biased and should be used as informational purposes only and not to limit career options and choices.

## IV. STUDENT LEARNING ACTIVITIES:

Analyze a skills assessment instrument for biases.

## V. EVALUATIONS:

Student sill be able to identify a minimum of three biases commonly found in skill assessment instruments.

## VI. RESOURCES:

Skills Assessment Instruments:

Myers-Briggs
GATB (General Aptitude Test Battery)
IBCD (Interest Based Career Decision Survey)
ASVAB (Military Assessment)

## VII. SPECIAL NOTES:

# TASK PERFORMANCE GUIDE

## GENDER EQUITY IN TRADE AND TECHNICAL CAREERS

I. DUTY: H DELIVER CAREER EDUCATION AND EXPLORATION

TASK: H-9 Provide Inter-active, On-going Career Counseling

## II. INTRODUCTION:

Too often students only receive career counseling once or twice during their educational experience and that experience is usually only on paper. Career counseling can include identifying work-related values, lifestyle preferences, and how career choices would impact on these areas.

## III. PERFORMANCE OBJECTIVES:

Know the skills prerequisites, economic potential, environment, and career ladder information about a wide range of career opportunities
Identify their own work-related values and determine what careers would best suit them

## IV. STUDENT LEARNING ACTIVITIES:

Plan guest speaker presentations.
Invite recent and/or successful graduates to speak.
Coordinate regularly scheduled (once a month, once a semester) career counseling workshops.
Conduct standard-of-living activity.
Explore individual work-related values, skills, prerequisites, economic potential, environment, and career ladder opportunities in a variety of careers.

## V. EVALUATIONS:

Students will be able to identify their work-related values, skills, prerequisites, economic potential, career ladder opportunities in a variety of occupations.
Student will have compiled a career planning portfolio in a minimum of three occupational areas.

## VI. RESOURCES:

Community Members
Armed Services
College Representatives
Business People
Guidance Counselors
"It's Your Choice" Game (available from the Vocational Curriculum Center of Maine)

## VII. SPECIAL NOTES:

# TASK PERFORMANCE GUIDE

## GENDER EQUITY IN TRADE AND TECHNICAL CAREERS

I. DUTY: H DELIVER CAREER EDUCATION AND EXPLORATION

TASK: H-10 Elevate Image of Vocational Technical Education and Careers

## II. INTRODUCTION:

Due to the increasing demands for a technically trained workforce, the need exist to expose all students to the wide variety of opportunities available in vocational programs.

## III. PERFORMANCE OBJECTIVES:

See the value and need for a vocational, technical education
Obtain some vocational, technical skills
Apply academic theories to practical applications

## IV. STUDENT LEARNING ACTIVITIES:

Plan an Open House for students, parents, teachers, guidance counselors, and community members.
Involve students in a variety of community projects utilizing their vocational skills.
Provide opportunities for students in all program areas to experience and explore vocational, technical programs.
Plan for media coverage of activities.
Integrate academic and vocational programs as well as have students work in teams.

## V. EVALUATIONS:

Informal discussions before and after activities will be conducted to determine any change in opinions or attitudes.

## VI. RESOURCES:

"PUBLIC RELATIONS BEGINS WITH PR" (available on loan from the Vocational Curriculum Center of Maine)
Instructors from all program areas
Students from all program areas
Academic and Vocational labs and equipment

## VII. SPECIAL NOTES:

## TASK PERFORMANCE GUIDE

## GENDER EQUITY IN TRADE AND TECHNICAL CAREERS

I. **DUTY: H DELIVER CAREER EDUCATION AND EXPLORATION**

**TASK: H-11** Correlate Individual Needs with Workplace Realities

II. **INTRODUCTION:**

Refer to H-9

III. **PERFORMANCE OBJECTIVES:**

Know the skills prerequisites, economic potential, environment, and career ladder information about a wide range of career opportunities
Identify their own work-related values and determine what careers would best suit them

IV. **STUDENT LEARNING OBJECTIVES:**

Plan guest speaker presentations.
Invite recent and/or successful graduates to speak.
Coordinate regularly scheduled (once a month, once a semester) career counseling workshops.
Conduct standard-of-living activity.
Explore individual work-related values, skills, prerequisites, economic potential, environment, and career ladder opportunities in a variety of careers.

V. **EVALUATIONS:**

VI. **RESOURCES:**

VII. **SPECIAL NOTES:**

## TASK PERFORMANCE GUIDE

## GENDER EQUITY IN TRADE AND TECHNICAL CAREERS

I. DUTY: H DELIVER CAREER EDUCATION AND EXPLORATION

TASK: H-12 Explore Self-Employment as a Career Advancement Strategy

### II. INTRODUCTION:

Self-employment or entrepreneurship is an important segment of our economy which provides a great number of jobs each year. It is for this reason that students become aware of this option and all the skills needed to operate a successful business.

### III. PERFORMANCE OBJECTIVES:

Understand all aspects of self-employment
Knowledge of resources available to assist small business owners

### IV. STUDENT LEARNING ACTIVITIES:

Develop a business plan.
Plan a small business owner as a guest speaker.
Visit a small business.
Set up a simulated business.

### V. EVALUATIONS:

Student will be able to list numerous sources to obtain information for establishing a small business.
Student will be able to discuss the pros and cons of owning their own business.
Student will be able to describe the training and experience needed in a particular field before they set up a business.

### VI. RESOURCES:

Self-employed and small business owners.
Small Business Administration (SBA).
Local Extension Service.
Service Corps of Retired Executives (SCORE).
Student Organizations (DECA, VICA, FBLA).

### VII. SPECIAL NOTES:

# TASK PERFORMANCE GUIDE

## GENDER EQUITY IN TRADE AND TECHNICAL CAREERS

## I. DUTY: H DELIVER CAREER EDUCATION AND EXPLORATION

**TASK: H-13** Provide Placement and Follow-Up Services

## II. INTRODUCTION:

One aspect of placement and follow-up services is provided to students upon completion of their training. Refer to D-7 for performance objectives, activities, evaluations, and resources dealing with this aspect of placement and follow-up services.

Another aspect of placement and follow-up services should be provided to students entering a vocational, technical program, which is the area this task performance will emphasize.

It is vital to an individual's success in any educational program to have a student meet periodically with an advisor/counselor to assess how their program is progressing and to discuss any concerns the student may be experiencing. It is hoped that these periodic checks will increase student retention and success.

## III. PERFORMANCE OBJECTIVES:

Understand the importance of utilizing the services of an advisor/counselor/mentor

## IV. STUDENT LEARNING ACTIVITIES:

Meet periodically with an advisor/counselor/mentor to evaluate student's progress, establish goals for student, assist in making decisions about career choices, and identifying problem areas and strategies to resolve any problem areas.

## V. EVALUATIONS:

Student does meet with advisor/counselor/mentor on a regular basis.

## VI. RESOURCES:

Guidance Counselors
Instructors
Individuals willing to serve as mentors

## VII. SPECIAL NOTES:

## TASK PERFORMANCE GUIDE

## GENDER EQUITY IN TRADE AND TECHNICAL CAREERS

I. **DUTY: I** DELIVER WORKPLACE LITERACY

**TASK: I-2** Teach Decision Making Skills/Teach Problem Solving Skills

### II. INTRODUCTION:

The choices we make, both every day decisions as well as major decisions, have considerable impact on our self-esteem and even our health. Making decisions starts in infancy and continues throughout our lives. The kinds of decisions we make change as our lives progress. Whether you realize it or not, decisions you make in your teens can affect your whole life. You will decide about your future training and education and how you will cope with social issues and friendships. Throughout our lives decision making can't be avoided. Choosing to not make a decision is in fact a decision.

### III. PERFORMANCE OBJECTIVES:

Identify effective decision-making styles and problem solving skills
Examine personal decision-making styles and problem solving skills
Learn steps for effective decision making and problem solving

### IV. STUDENT LEARNING ACTIVITIES:

Using the "Step-Up" resource pgs. 73-78 (Effective Decision-Making and Decision-Making Styles Worksheet students will:

Brainstorm what are the steps in decision making
Identify the degree of satisfaction they have with their decision-making style
Identify what aspect(s) of their decision-making style they would like to change

### V. EVALUATION:

Students will identify a decision they need to make, and using their new decision-making styles/skills, will arrive at a decision and prepare a report describing the steps they used to make the decision.

## VI. RESOURCES

"Step-Up for Women", Northern New England Tradeswomen Network
"Choices: A Teen Women's Journal for Self Awareness and Personal Planning"
(add the one for boys if the Journal has a decision making module)
"Choices: A Young Man's Journal for Self Awareness and Personal Planning

## VII. SPECIAL NOTES:

Consider a decision the student has made recently and a problem she/he has solved successfully.

# TASK PERFORMANCE GUIDE

## GENDER EQUITY IN TRADE AND TECHNICAL CAREERS

## I. DUTY: I DELIVER WORKPLACE LITERACY SKILLS

**TASK:** I-3 Teach Appropriate Workplace Attire

## II. INTRODUCTION:

The nature of a job dictates what is appropriate dress for that job. Appropriate dress is determined by safety concerns, type of work duties, and workplace culture. Each employer should establish standards of dress for their workers that is gender neutral. For example, in the Army there is a uniform of the day identified based on the nature of the work, the climate, and the physical demands placed upon the soldiers. Soldiers on a worksite on a hot day may work in t-shirts regardless of their gender, but may not remove their t-shirts.

How people dress tends to be a personal expression of self; yet, how others interpret our dress, may not always coincide with the impression we mean to give. Students should understand that how they dress is not the underlying cause of sexual harassment on the job. Therefore, students should become aware of appropriate dress for their job and/or worksite and dress accordingly.

## III. PERFORMANCE OBJECTIVES:

Describe the practice, safety concerns, type of work duties, and workplace culture appropriate for the job

Understand the ways that workplace does and does not affect sexual harassment on the job

## IV. STUDENT LEARNING ACTIVITIES:

Students will identify three jobs and brainstorm appropriate dress for each of those jobs based on safety.

Students will break into small groups, using the same three jobs, students will discuss whether there is different attire for women and men on the job and identify why or why not.

Use the following vignettes and discussion questions to further the student's understanding of appropriate attire. Break into small same sex groups to discuss the vignettes. Return to the large group to share findings of small groups.

## IV. STUDENT LEARNING ACTIVITIES: (cont.)

Is there a difference between the male and female responses? How can these differences be resolved in a way that addresses the concerns of both sexes?

## VIGNETTE A

There is one woman who is working on a highway construction site. It is a very hot summer day. She is dressed in layers with a tank top under her short-sleeve shirt. As the day warms up she notices that many of the men have removed their shirts and are bare-chested. She takes off her shirt and begins to work in her tank top. Her foreman comes over and tells her to put her shirt back on because she is distracting to the male workers.

Discussion questions:

1. What do you do? What are the different ways to handle this situation?
2. Are there different standards being applied to men and women? What are they based on?
3. What could the employer do to eliminate this conflict?
4. What could the employees do?

## VIGNETTE B

It is 30 degrees below zero with the wind chill. You are working on the roof of a four-story building fully exposed to the weather. By 10:00 am your toes are numb. By 11:00 a.m. your feet and hands are entirely numb.

Discussion questions:

1. What do you do?
2. What would keep you from doing what you need to do to protect your body?
3. What could you have worn that would have kept your hands and feet warm?

## V. EVALUATIONS:

In mixed small groups, students will choose a specific job and worksite and identify appropriate dress based on safety, work duties, and workplace culture, and will discuss the factors involved in their decisions.

## VI. RESOURCES

Workable for Women, Kittery ME
Women's Work, Philadelphia, PA
Safety DACUM (? if it addresses dress)

## VII. SPECIAL NOTES

See also I-1, Decision-Making/Problem-Solving, and C-7, Leadership Opportunities.

# TASK PERFORMANCE GUIDE

## GENDER EQUITY IN TRADE AND TECHNICAL CAREERS

I. **DUTY: I** DELIVER WORKPLACE LITERACY SKILLS

**TASK: I-4** Teach Critical Thinking

## II. INTRODUCTION:

Since Decision-Making and Problem-Solving Skills are part of Critical Thinking, refer to Tasks I-1 and I-2.

Critical thinking is defined as a demonstrable skill and a process by which an individual understands, finds, evaluates, and abstracts information and problems in order to create questions, solutions, and ideas. It is the ability to see beyond the surface, to ask the questions necessary to develop an understanding of the "whole," and to derive conclusions based on research and evaluations.

## III. PERFORMANCE OBJECTIVES:

Demonstrate the ability to apply critical thinking to specific issues or problems
Identify steps in the critical thinking approach (Refer to attached page for steps)

## IV. STUDENT LEARNING ACTIVITIES:

Pose a problem in which the students will utilize critical-thinking strategies.

## V. EVALUATIONS:

Student will utilize critical-thinking strategies in analyzing a specific problem or issue.

## VI. RESOURCES:

"Critical Thinking in the A.B.E./G.E.D. Classroom" available on loan from the VCRCOM, contains some suggested activities.

## VII. SPECIAL NOTES:

## STEPS IN CRITICAL THINKING*

### A. POSE THE PROBLEM

Start with specific examples -- provided by the teacher and/or the student.

### B. THINK: UNDERSTAND, FIND INFORMATION, EVALUATE

1. Decide what the important questions are.
2. Bring personal experiences generated by the group
3. Find information
4. Throughout, talk about why it's important to do each step in the process as well as why the whole topic is important.

### C. CREATE SOLUTIONS: OPTIONS, IDEAS, MORE QUESTIONS

1. Look at alternatives.
2. Examine all definitions in progress so conclusions will have consensus.
3. Examine sources of information.
4. Challenge popular images (including advertising)
5. Specify individual priorities
6. Weigh options individually
7. Clarify and summarize
8. Look at the consequences of choices.
9. Recognize that there may be no right answer that's the same for everyone.

### D. APPLY: APPLY NEW UNDERSTANDING -- ACT

1. Make a decision or choice or plan of action.
2. Take action, if appropriate.

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*Taken from CRITICAL THINKING IN THE A.B.E./G.E.D. CLASSROOM, "Some Ideas for Implementation" from Dover Adult Learning Center, Dover, New Hampshire, September, 1989.

## TASK PERFORMANCE GUIDE

## GENDER EQUITY IN TRADE AND TECHNICAL CAREERS

I. DUTY: I DELIVER WORKPLACE LITERACY

TASK: I-5 Teach Gender-Positive Team-Building Skills

### II. INTRODUCTION:

Research has shown that productivity will increase when employees/students work as a team and appreciate/recognize individual differences and strengths that can be utilized to complete a project/assignment.

### III. PERFORMANCE OBJECTIVES:

Work and get along together in team activities
Apply team-building experiences to other activities

### IV. STUDENT LEARNING ACTIVITIES:

Provide opportunities for team-building activities.

### V. EVALUATIONS:

Student will accomplish project/assignment and work out any differences/conflicts along the way within their team.

### VI. RESOURCES:

Activity books published by PROJECT ADVENTURE in New Jersey for suggested activities.
ROPES Training Program.

### VII. SPECIAL NOTES:

# TASK PERFORMANCE GUIDE

## GENDER EQUITY IN TRADE AND TECHNICAL CAREERS

I. **DUTY:** I DELIVER WORKPLACE LITERACY SKILLS

**TASK:** I-6 Teach Respect In The Workplace

## II. INTRODUCTION:

Every worker has a right to be treated fairly, equally, and respectfully in their workplace. People enter the workplace with diverse knowledge, skills, abilities, values, and life experiences. This diversity is shaped by their ethnic, cultural, religious, and social backgrounds. The varied backgrounds and strengths that each worker brings to the workplace enhances the workplace by creating a stronger and better working environment. Through understanding and accepting of our differences, we can begin to define a working environment which is free of discrimination, harassment, and disrespect.

## III. PERFORMANCE OBJECTIVES:

Understand why people are treated disrespectfully in the workplace
Identify what a respectful workplace would look like
Understand how to promote respect in the workplace

## IV. LEARNING ACTIVITIES:

Students will identify and discuss one situation in their lives when they were treated with disrespect.
Students will identify and discuss one situation in their lives when they were treated with respect.

Discussion questions for Activities 1 & 2:

a. Identify the situation
b. Who treated them disrespectfully/respectfully
c. What was the cause
d. How was it resolved
e. In retrospect, would they have preferred that it have been resolved differently

## IV. LEARNING ACTIVITIES:

The students will discuss the causes of disrespect in the workplace and whether the cause is based on an individual or the stereotype of who the individual represents.

In a discussion utilizing common stereotyped expressions, students will identify which group the stereotype has traditionally been directed toward and discuss the effects these stereotypes have on people in the workplace. Typical examples:

"They are all loud and pushy"
"They are dirty"
"They are all thieves"
"They are lazy"
"They are all lesbians"
"They are all gay"
"They are macho"
"They are all rednecks"
"They are all dumb"

## V. EVALUATIONS:

Students will demonstrate respect in the classroom on a regular basis.

## VI. RESOURCES:

## VII. SPECIAL NOTES:

## TASK PERFORMANCE GUIDE

## GENDER EQUITY IN TRADE AND TECHNICAL CAREERS

I. DUTY: I DELIVER WORKPLACE LITERACY SKILLS

TASK: I-7 Teach Safety Skills & Rules

II. INTRODUCTION:

See C-3

III. PERFORMANCE OBJECTIVES:

IV. STUDENT LEARNING ACTIVITIES:

V. EVALUATIONS:

VI. RESOURCES:

VII. SPECIAL NOTES:

## GENDER EQUITY IN TRADE AND TECHNICAL CAREERS

I. **DUTY: I** DELIVER WORKPLACE LITERACY SKILLS

**TASK: I-8** Teach Worker Rights and Responsibilities

II. **INTRODUCTION:**

III. **PERFORMANCE OBJECTIVES:**

IV. **STUDENT LEARNING ACTIVITIES:**

V. **EVALUATIONS:**

VI. **RESOURCES:**

VII. **SPECIAL NOTES:**

## TASK PERFORMANCE GUIDE

## GENDER EQUITY IN TRADE AND TECHNICAL CAREERS

I. **DUTY: I** **DELIVER WORKPLACE LITERACY SKILLS**

**TASK: I-9** Teach Communication Skills

### II. INTRODUCTION:

Refer to C-9.

### III. PERFORMANCE OBJECTIVES:

### IV. STUDENT LEARNING ACTIVITIES:

### V. EVALUATIONS:

### VI. RESOURCES:

### VII. SPECIAL NOTES:

## TASK PERFORMANCE GUIDE

## GENDER EQUITY IN TRADE AND TECHNICAL CAREERS

I. DUTY: I DELIVER WORKPLACE LITERACY SKILLS

TASK: I-10 Teach How to Balance Work and Family

### II. INTRODUCTION:

Refer to C-10.

### III. PERFORMANCE OBJECTIVES:

### IV. STUDENT LEARNING ACTIVITIES:

### V. EVALUATIONS:

### VI. RESOURCES:

"Work and Family Resource Kit", U.S. Dept. of Labor Women's Bureau
"A Child Care Primer for Small Business", Options for Working Parents,
30 Exchange Terrace, Providence, RI 02903

### VII. SPECIAL NOTES:

# TASK PERFORMANCE GUIDE

# GENDER EQUITY IN TRADE AND TECHNICAL CAREERS

I. **DUTY: I** DELIVER WORKPLACE LITERACY SKILLS

**TASK: I-11** Teach Conflict Resolution Skills

## II. INTRODUCTION:

Refer to C-10.

## III. PERFORMANCE OBJECTIVES:

## IV. STUDENT LEARNING ACTIVITIES:

## V. EVALUATIONS:

## VI. RESOURCES:

## VII. SPECIAL NOTES:

## GENDER EQUITY IN TRADE AND TECHNICAL CAREERS

I. DUTY: I DELIVER WORKPLACE LITERACY SKILLS

TASK: I-12 Teach Basic Trade and Technical Terms and Tool Use

## II. INTRODUCTION:

Because of gender stereotyping, females often have restricted access to tool usage and knowledge while males are expected to have the knowledge and the aptitude to work with tools. When students do not have this knowledge, they are at a disadvantage in a classroom that assumes prior knowledge and experience with technical terms and tool usage.

## III. PERFORMANCE OBJECTIVES:

Identify the name, use, and care of tools common to the trade
Know basic technical terminology of the trade

## IV. STUDENT LEARNING ACTIVITIES:

Utilize "Tool Unit" from WOW NTO Curriculum

## V. EVALUATIONS:

For Fun:

Ask student to locate a sky hook.*
Ask student to find a left-handed screwdriver.*
Ask student to locate a bolt stretcher.*

For Real:

Student will complete a written and/or hands-on exam identifying common tools and defining trade technical terminology.

## VI. RESOURCES:

## VII. SPECIAL NOTES:

Obviously, none of these tools exist and if student is aware of that they are less likely to be teased in a job situation.

# TASK PERFORMANCE GUIDE

# GENDER EQUITY IN TRADE AND TECHNICAL CAREERS

## I. DUTY: I DELIVER WORKPLACE LITERACY SKILLS

TASK: I-13 Teach Prevention of Sexual Harassment

## II. INTRODUCTION:

Refer to C-6.

## III. PERFORMANCE OBJECTIVES:

## IV. STUDENT LEARNING ACTIVITIES:

## V. EVALUATIONS:

## VI. RESOURCES:

## VII. SPECIAL NOTES:

# TASK PERFORMANCE GUIDE

## GENDER EQUITY IN TRADE AND TECHNICAL CAREERS

I. **DUTY: I** DELIVER WORKPLACE LITERACY SKILLS

**TASK: I-14** Teach Economics of Work

## II. INTRODUCTION:

In order to choose appropriate careers, students must understand the economic forces that influence the workplace and the home.

## III. PERFORMANCE OBJECTIVES:

Identify economic forces that influence the workplace and the home
Discuss pay and benefits of various occupations
Know training requirements for various occupations
Know advancement opportunities for various occupations
Know what it will cost to maintain the lifestyle of their choice

## IV. STUDENT LEARNING ACTIVITIES:

Refer to WORKPLACE LITERACY CURRICULUM.
Plan a "lifestyle" budget.
Also refer to Task C-11 materials.

## V. EVALUATIONS:

Based on their lifestyle budget, the student will identify two occupations that would support your chosen lifestyle and discuss the training requirements for entry and the advancement opportunities for those occupations.

## VI. RESOURCES:

Displaced Homemakers WORKPLACE LITERACY CURRICULUM
"IT'S YOUR CHOICE", Vermont Dept. of Education or VCRCOM

## VII. SPECIAL NOTES:

## TASK PERFORMANCE GUIDE

## GENDER EQUITY IN TRADE AND TECHNICAL CAREERS

I. DUTY: I DELIVER WORKPLACE LITERACY SKILLS

TASK: I-15 (a) Teach Applied Math and Science Skills

### APPLIED MATH SUGGESTIONS:

### II. INTRODUCTION:

Research has now proven and educational institutions now agree that hands-on (or applied) approaches to education have a longer-lasting impact on students. This unit is only the "tip of the iceberg"in applied math and science activities. However, it is suggested that in order to create a gender-balanced environment, all students must have the benefit of "applied" approaches to all subjects, but especially, math and science. This is also an excellent unit to begin "team teaching" in your school if it is not already being done or expanded upon it if your facility already participates in team teaching.

### III. PERFORMANCE OBJECTIVES:

Read a work problem and explain (or verbally reconstruct) the problem to demonstrate mathematical comprehension
Compute mathematical problems utilizing a scientific calculator
Compute problems utilizing fractions and decimals
Demonstrate mathematical vocabulary proficiency when verbally discussing/describing problems

### IV. STUDENT LEARNING ACTIVITIES:

Allow students to use calculator and become familiar with it prior to getting into formula problems.
Utilize spreadsheet and/or technological software packages to demonstrate the calculator's applications

### V. EVALUATIONS:

Student will complete applied, trade-orientated math problems.

## VI. RESOURCES:

Scientific calculator (important to have all the same brand and model so instruction can be consistent)
Recommend: Sharp EL531G or Sharp 5020-programmable model
IBM Tool Kit Software (Pre-algebra to Calculus)
  Available for demonstration at KVTC
  Contact VCRCOM or Math Department
CORD Applied Mathematics

## VII. SPECIAL NOTES:

Also could expose students to a graphic calculator
Recommend: Texas Instrument TI-81.
Plan activities appropriate for trade area.
If appropriate, team teach this unit with Math Department

# TASK PERFORMANCE GUIDE

## GENDER EQUITY IN TRADE AND TECHNICAL CAREERS

**I. DUTY: I** APPLIED SCIENCE SUGGESTIONS:

**TASK: I-15**

**APPLIED SCIENCE SUGGESTIONS:**

**I. INTRODUCTION:**

**II. PERFORMANCE OBJECTIVES:**

**IV. STUDENT LEARNING ACTIVITIES:**

**V. EVALUATIONS:**

**VI. RESOURCES:**

**VII. SPECIAL NOTES:**

## GENDER EQUITY IN TRADE AND TECHNICAL CAREERS

I. **DUTY: I** DELIVER WORKPLACE LITERACY SKILLS

**TASK: I-16** Teach Employability Skills

## II. INTRODUCTION:

All the training in the world is only as useful as the ability to put it to use by acquiring and keeping a job.

## III. PERFORMANCE OBJECTIVES:

Understand Work Ethic, professionalism, and professional image
Understand job hunting procedures
Prepare Letter of Application
Prepare Resume
Prepare for Interview
Follow-up after Interview
Acquire work retention skills -- getting along with co-workers, professional/personal development, etc.

## IV. STUDENT LEARNING ACTIVITIES:

Discuss and be a model for work ethic, professionalism and professional image complete a "Job Search Portfolio," which includes researching to locate a job individual is eligible to apply for, complete letter of application, create a resume, research company to be prepared for interview, participate in a mock interview (numerous ones if possible, and follow-up after interview.

Discuss job retention skills -- what they are, why they're important, etc.

## V. EVALUATIONS:

Class and/or group participation
Job Search Portfolio -- have evaluated by several people for content, image, completeness, appropriate for job and/or student, etc.

## VI. RESOURCES:

Local Job Bank office
Local Personnel Department Employees
Variety of resources & videos from the Vocational Curriculum Resource Center of Maine

## VII. SPECIAL NOTES:

Another unit that is conducive to being team taught with other local teachers, employers, employment agencies and/or job bank employees.

## GENDER EQUITY IN TRADE AND TECHNICAL CAREERS

I. **DUTY: I DELIVER WORKPLACE LITERACY SKILLS**

**TASK: I-17** Teach Basic Computer Skills (Include Keyboarding)

## II. INTRODUCTION:

Because of the increased use of computers at all levels of education in our schools and business today, developing accurate and effective keyboarding and computer skills has become an important issue.

## III. PERFORMANCE OBJECTIVES:

Perform touch inputting skills using alphabetic, numeric, symbol, and function keys on a computer and/or a typewriter keyboard
Orient students to the information processing cycle
Orient students to computer hardware and software

## IV. STUDENT LEARNING ACTIVITIES:

Perform the following basic computer operation functions:

- Power on and off system.
- Disk care and maintenance.
- Access software package.
- Create at least one, one-page document utilizing keyboarding strategies taught.
- Print document.

## V. EVALUATIONS:

Complete a keyboarding performance test demonstrating correct utilization of a keyboard.

## V. EVALUATIONS: (continued)

Complete a written exam covering the information processing cycle, hardware and software, and disk care; or complete a performance test on a computer with an observation checklist being completed by the instructor and a one-page document being created & printed by the student.

## VI. RESOURCES:

Variety of materials available at the Vocational Curriculum Resource Center of Maine
Local Business Education and/or Computer Science Instructors

## VII. SPECIAL NOTES:

Team teach this unit with a Business Education or Computer Science Instructor.